CHAPTER-5
FINDINGS, CONCLUSION AND SUGGESTIONS

In the light of analysis, interpretation and discussion of data, the investigator has to exercise all care and caution in formulating the findings and conclusion. The final step of research process is to summarize these findings of the study and to compare them with the hypotheses formulated in the beginning. The findings of the study also give an overall picture of the study.

After analyzing and discussing the data following findings have been drawn out pertaining to each hypotheses in this study.

5.1.0 FINDINGS
1. Students of working and non-working mothers did not differ significantly on Academic achievement. Therefore in the light of this the hypothesis that there exists no significant difference in the Academic achievement of students of working and non-working mothers was accepted.

2. There was no significant difference in the Academic achievement of boys and girls of working mothers. Therefore, the hypothesis that there exists no significant difference in the Academic achievement of boys and girls of working mothers was accepted.

3. Significant difference was observed in the Academic achievement of boys and girls of non-working mothers. Academic achievement of girls of non-working mothers was higher than that of boys of non-working mothers. Therefore, the hypothesis that there exists no significant difference in the Academic achievement of boys and girls of non-working mothers was rejected.

4. Significant difference was observed in the Theoretical value of students of working and non-working mothers. Theoretical value of students of working mothers was higher than that of students of non-working mothers. In the light of this the hypothesis that there exists no significant difference in the Theoretical value of students of working and non-working mothers was rejected.
5. No significant difference was found in the Theoretical value of boys and girls of working mothers. In the light of this the hypothesis that there exists no significant difference in the Theoretical value of boys and girls of working mothers was accepted.

6. There was a significant difference in the Theoretical value of boys and girls of non-working mothers. Theoretical value of girls of non-working mothers was higher than that of boys of non-working mothers. In the light of this the hypothesis that there exists no significant difference in the Theoretical value of boys and girls of non-working mothers was rejected.

7. There was a significant difference in the Economic value of students of working and non-working mothers. Economic value of students of non-working mothers was higher than that of students of working mothers. Hence, in the light of this the hypothesis that there exists no significant difference in the Economic value of students of working and non-working mothers was rejected.

8. There was no significant difference in the Economic value of boys and girls of working mothers. Hence, in the light of this the hypothesis that there exists no significant difference in the Economic value of boys and girls of working mothers was accepted.

9. There was no significant difference in the Economic value of boys and girls of non-working mothers. In the light of this the hypothesis that there exists no significant difference in the Economic value of boys and girls of non-working mothers was accepted.

10. No significant difference was observed in the Aesthetic value of students of working and non-working mothers. Therefore in the light of this the hypothesis that there exists no significant difference in the Aesthetic value of students of working and non-working mothers was accepted.

11. There was a significant difference in the Aesthetic value of boys and girls of working mothers. Aesthetic value of boys of working mothers was higher than that of girls of working mothers. Hence in the light this the hypothesis that there exists no significant difference in the Aesthetic value of boys and girls of working mothers was rejected.
12. Significant difference was observed in the Aesthetic value of boys and girls of non-working mothers. Aesthetic value of boys of non-working mothers was higher than that of girls of non-working mothers. Hence, in the light of this the hypothesis that there exists no significant difference in the Aesthetic value of boys and girls of non-working mothers was rejected.

13. Significant difference was identified in the Social value of students of working and non-working mothers. Social value of students of non-working mothers was higher than that of students of working mothers. Hence, in the light of this the hypothesis that there exists no significant difference in the Social value of students of working and non-working mothers was rejected.

14. There was significant difference in the Social value of boys and girls of working mothers. Social value of girls of working mothers was higher than that of boys of working mothers. Hence in the light of this the hypothesis that there exists no significant difference in the Social value of boys and girls of working mothers was rejected.

15. There was no significant difference in the Social value of boys and girls of non-working mother. In the light of this the hypothesis that there exists no significant difference in the Social value of boys and girls of non-working mothers was accepted.

16. No significant difference was observed in the Political value of students of working and non-working mothers. Therefore the hypothesis that there exists no significant difference in the Political value of students of working and non-working mothers was accepted.

17. Significant difference was observed in the Political value of boys and girls of working mothers. Political value of boys of working mother was higher than that of girls of working mothers. Hence, in the light of this the hypothesis that there exists no significant difference in the Political value of boys and girls of working mothers was rejected.

18. No significant difference was observed in the Political value of boys and girls of non-working mothers. Hence, In the light of this the hypothesis that there exists no significant difference in the Political value of boys and girls of non-working mothers was accepted.
19. No significant difference was discovered in the Religious value of students of working and non-working mothers, Hence in the light of this the hypothesis that there exists no significant difference in the Religious value of students of working and non-working mothers was accepted.

20. No Significant difference was identified in the Religious value of boys and girls of working mothers. Therefore in the light of this the hypothesis that there exists no significant difference in the Religious value of boys and girls of working mothers was accepted.

21. No significant difference was observed in the Religious value of boys and girls of non-working mothers. Therefore, in the light of this the hypothesis that their exists no significant difference in the Religious value of boys and girls of non-working mothers was accepted.

22. No significant difference was observed in the Emotional adjustment of students of working and non-working mothers. Therefore, in the light of this the hypothesis that there exists no significant difference in the Emotional adjustment of students of working and non-working mothers was accepted.

23. Significant difference was observed in the Emotional adjustment of boys and girls of working mothers. Emotional adjustment of girls of working mothers was higher than the Emotional adjustment of boys of working mothers. Therefore, in the light of this the hypothesis that there exists no significant difference in the Emotional adjustment of boys and girls of working mothers was rejected.

24. Significant difference was found in the Emotional adjustment of boys and girls of non-working mothers. Emotional adjustment of girls of non-working mothers was higher than the boys of non-working mothers. Hence, in the light of the hypothesis that there exists no significant difference in the Emotional adjustment of boys and girls of non-working mothers was rejected.

25. No Significant difference was perceived in the Social adjustment of students of working and non-working mothers Hence in the lights of this the hypothesis that there exists no significant difference in the Social adjustment of students of working and non-working mothers was accepted.
26. No significant difference was observed in the Social adjustment of boys and girls of working mothers. Hence in the light of this the hypothesis that there exists no significant difference in the Social adjustment of boys and girls of working mothers was accepted.

27. No significant difference was observed and the Social adjustment of boys and girls of non-working mothers. Hence in the light of this the hypothesis that there exists no significant difference in the Social adjustment of boys and girls of non-working mothers was accepted.

28. No significant difference was observed in the Educational adjustment of students of working and non-working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Educational adjustment of students of working and non-working mothers was accepted.

29. Significant difference was discovered in the Educational adjustment of boys and girls of working mothers. Educational adjustment of girls of working mothers was better than the Educational adjustment of boys of working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Educational adjustment of boys and girls of working mothers was rejected.

30. Significant difference was observed in the Educational adjustment of boys and girls of non-working mothers. Educational adjustment of girls of non-working mothers was better than the Educational adjustment of boys of non-working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Educational adjustment of boys and girls of non-working mothers was rejected.

31. No significant difference was observed in the Total adjustment of students of working and non-working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Total adjustment of students of working and non-working mothers was accepted.

32. Significant difference was observed in the Total adjustment of boys and girls of working mothers. Total adjustment of girls of working mothers was better
Findings, Conclusion and Suggestions

than the Total adjustment of boys of working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Total adjustment of boys and girls of working mothers was rejected.

33. Significant difference was observed in the Total adjustment of boys and girls of non-working mothers. Total adjustment of girls of non-working mothers was better than the Total adjustment of boys of non-working mothers. Hence in the light of this, the hypothesis, that there exists no significant difference in the Total adjustment of boys and girls of non-working mothers was rejected.

5.2.0 CONCLUSION

Impact of mother’s working status on her young children has always been a issue of debate. The studies conducted earlier with different variables have been showing mixed results. It is evident from a review of such studies that the results are often conflicting and inconclusive. But it is not surprising if we keep in mind disparity in the customs, traditions and ways of life prevailing over different regions.

The investigator feels that, as state or locality of a country especially India is unique in character, customs and traditions, the research findings of a given region have neither the identical meaning nor the same implications.

Besides, no systematic study has been conducted so far on Academic achievement, Value and Adjustment of secondary school students in relation to working status of their mothers to the best of the investigator’s knowledge. The study in hand is a pioneering effort.

It was designed to explore whether there exists any significant difference in Academic achievement, Values and Adjustment of students of working and non-working mothers or not.

A sample of 500, class XI students was selected for the study, giving equal representation to each gender and their mothers’ working status.

It was hypothesized that there would not be any significant difference between the scores of working mothers’ children and those of non-working mothers’ on Academic achievement, Values and Adjustment.

The findings of this study reveal that students of working mothers do not differ significantly from students of non-working mothers on Academic achievement,
Findings, Conclusion and Suggestions

Aesthetic value, Political value, Religious value, Emotional adjustment, Social adjustment, Educational adjustment and Total adjustment. However, they show significant difference in Theoretical value, Economic value and Social value.

Further, the findings of the study reveal that boys and girls of working mothers’ do not differ significantly on Academic achievement, Theoretical value, Economic value, Religious value and Social adjustment but they show significant difference in Aesthetic value, Social value, Political value, Emotional adjustment, Educational adjustment, and Total adjustment.

The study also reveals that boys and girls of non-working mothers’ do not differ significantly on Economic value, Social value, Political value, Religious value and Social adjustment. However, they show significant difference on Academic achievement, Theoretical value, Aesthetic value, Emotional adjustment, Educational adjustment and Total adjustment.

On the basis of the findings of the present research several suggestions of the study may be given/made for parents, teachers, administrators, and the community in general in the form of implications of the study.

5.3.0 IMPLICATIONS OF THE STUDY

The present study has its implications for parents, teachers, administrators and community members in general as follows:

1. The relationship which parents establish with their children has a powerful influence on the all round development of the children. Parents should understand the problems of their children at home and outside home. They should not try to impose their attitudes and decisions upon their children. Apart from natural circumstances, parents should not create unhealthy atmosphere. Parents should create a congenial environment at home which may help the children to be emotionally balanced and stable.

2. Parents should create such an environment in which the children can express their feelings and share their emotions with them.Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioral problems and enhance their ability for adjustment.
3. Parents should not impose undue control and restrictions on their adolescent children. Excessive control may lead to psychological problems and poor performance in academics.

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

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 effect their physical, mental, emotional, health, home, social and educational adjustment.

6. 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 and to sort out their problem.

7. The study has its implications for teachers also. Teachers should try to develop sound educational atmosphere in the class room as well as in the school so that the students do not confront with any problem. Teachers should possess welcoming attitude towards their students and should give them ample opportunities to share their emotions and desires freely. They should guide students properly in the right directions. Teachers can also help the students in releasing their emotions, tensions and anxieties and channelize them in socially acceptable ways.

8. Well planned programmes of physical and mental health should be started in all educational institution.

9. The parents have to be guided on how they have to care and educate their children in the changing scenario. The parents should be oriented about, the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children.

10. In schools as well as in homes adolescents should be provided with recreational activities to keep them busy and to help them in utilizing their leisure time for productive work.

11. The present study has its bearing on the educational administrators as well. The administrators should organize parents teacher meeting regularly and problems of their children should be discussed openly so as to resolve them
Findings, Conclusion and Suggestions

12. The present study has its implications for the society also. The adult community should be very sensitive to the problems of young children. They should develop positive attitude towards these children. The community members should become aware of the fact that their negligence towards these children may multiply their problem, which may in turn become a social issue one day.

13. Women’s job should be taken seriously just like man’s job. Attitude of acceptance, support, and recognizing her job, to be just like important as the males. This can instill confidence, feeling of self esteem and self worth leading to better home adjustment.

14. Parents can take advantages from the findings of the study to solve many of their problems they face with their children on the related areas of the study by changing their behaviour and dealings with children and by taking guidance from experienced and scholarred persons of the society

15. Discussion with children on various issues must be regularly continued and their queries must be solved and satisfied with proper solutions. The thoughts and good ideas of children must be appreciated to enable them to develop their self confidence ,empirical ,rational and critical thinking for bright future

16. The educational institutes must create such an environment by adding curricular and co-curricular activities which might enhance the emotional and social development of the children.

17. The Government has to make provision that working hours of mothers should be some what changed so that they can care their children in a good manner.

18. Such type of schools and day care centers should be opened by Government where the pre school children get the care like home.

19. Parents, Teachers, Principals can work together in providing highly satisfactory climate at home and schools by way of giving affection, security and freedom of decision making, which is helpful to enhance, academic
achievement, values and social, emotional, home, school adjustment of the students.

20. No Partiality should be shown by parents, teachers, community members on the basis of sex (either boy or girl) of the children. Equal treatment and opportunities should be provided to them

5.4.0 SUGGESTIONS FOR FURTHER RESEARCH
1. The replica of study may be conducted in other regions for wider generalization of results
2. Studies can also be taken up at various levels i.e. school, college and university level.
3. An investigation can also be carried out to compare the students belonging to both urban and rural area.
4. Investigation may be extended to cover in C.B.S.E, I.C.S.E affiliated schools also
5. Investigation may be conducted by including factors like joint family, nuclear family, full time, part time job, type of job and work etc.
6. The present study is limited to a few districts of Punjab state. In order to have some broader and comprehensive perspective study may be extended to more districts or to other states.
7. Present study may be replicated on a larger sample in order to verify and confirm the results of the study
8. A comparative study of students of working and non-working mothers on variables other than those used in the present study can be carried out