STUDY OF ACADEMIC ACHIEVEMENT, VALUES AND ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO WORKING STATUS OF MOTHERS

SUMMARY

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SUMMARY

INTRODUCTION

The family is one of the primary groups of society concerned with face to face relationship. A child’s earliest education is received in his family. It is here that his basic ideas, ideals as well as many attitudes towards himself and his associates are initiated which determine his later adjustment to school and other out of home situations. The economic status, attitudes and behavioural experiences of parents and family environment, all influence the child’s behaviour and attitudes, both directly and indirectly.

In a family the role of the mother in the development of the child is very vital. A child usually spends maximum time with its mother. It is, therefore, the mother alone who leaves a strong and a long lasting impact on the child and lays the foundation for its future development. She acts as a model and the way in which she is perceived by the child determines many of the behavioural choices the child will make later. The early warmth and affection of a mother is associated with calm, happy and cooperative behaviour of the child. She disciplines the child and guides it towards a career. A mother has more opportunities than the father to influence the child’s growth and behaviour.

In the modern era the trend for seeking paid employment by both the husband and wife is prevalent. It is the result of employment of both husband and wife that family roles of men and women are also changing. It is therefore, reasonable to expect that the home environment in dual and single earner families will differ. The two most common motives that have led women into the labour force are economic need and personal fulfillment, but most women would not leave jobs even if economic pressure is reduced. They feel satisfied by doing work and money they are earning. Dual earners face special challenges as they try to balance work and family responsibilities. For most people, besides drawing satisfaction from a successful career and social life, effective parenting is an important goal of life. Parents play a vital role and have always been the single most important external influence on the behaviour of the child.
Tradition has played a significant role in relegating “home to women”. A woman is primarily associated with the home and man with the outside world. As home makers, women are expected to look after domestic chores. In the cultural understanding of the people, child bearing, child rearing and home making cannot be distinguished from femininity. In other words these are sex-linked roles for women.

According to convention, participation in decision-making for the community and the exercise of political power is regarded exclusively as man’s sphere. This is clear from the entirely male composition of the traditional panchayats, either of villages, or of caste group.

Industrial Revolution in the west gave impetus to the movement for the emancipation of women. Industrialization, development of urban living, liberal education based upon the European tradition and the national consciousness that followed gave a fillip to the activities for women.

Education with all its inadequacies has made a definite impact, it has opened up an arena in which women can compete freely with men and prove their worth. It has also created for them new avenues in the competitive employment market. The mass media, especially the television, films and radio have contributed towards refashioning social images and goals amongst women. The most significant impetus to change has been provided however by demographic pressures and economic compulsions. Beyond their traditional roles they are called upon or choose to ensure several new roles also.

Under these circumstances the position of women in India has undergone a sea change from what it was in the past. The woman today is undoubtedly one who can wear the academic role and the housewife’s’ apron with equal ease. Today we see that all types of women work whether the young and old, the rich and poor, the illiterate and the college educated. They are entering into diverse type of fields. One sees women doctors, teachers, nurses, clerks, social workers, welfare officers, engineers, typists, secretaries, receptionists etc. Now women in India and other parts of the world are entering into the areas which were earlier male preserve, like electronics, computers, management, business, aeronautical industries, priesthood, police, army and many more. Men are now willy-nilly prepared to accept them as equal.
In spite of additional role as a working woman, she is expected to carry out the role of traditional housewife and to do household chores also before going to work or after returning from work. Mostly household chores remain her responsibility because these are essentially linked with femininity.

The problem connected with dual roles for women may be viewed as those of burden of work, interpersonal relations with in the family, and of role conflict. Gainful employment of wives is often viewed with a degree of ambivalence. It is approved because it adds to financial resources and consequently raises the standard of living. However it can be a source of disruption in the smooth running of the household.

Woman as a mother has a great role to play in the development of her children. The mother’s interactions with the child have a profound impact on its optimum development. A mother has more opportunities than the father to influence a child’s growth and behaviour. In the absence of the mother a child feels lonely, unwanted and this adversely affects not only its initial activities but also the social behaviour and development.

Owing to competitiveness in academics and diversification of courses, students need the presence and help of their mothers. On the other hand, high competitiveness and demanding nature of jobs not only make the mothers frustrated, but they may also pass on their frayed nerves to their adolescent children. The stress and strain of employed mothers sometimes create tensions and affect their family relationships. It can be said that maternal employment can have both kinds of effects, positive or negative on the family environment and various aspects of their children.

In the present study working status of mothers has been taken to mean any one of two: either full time mother or mother with paid employment.

Now when the role of women is changing both within and outside the family, question has been raised regarding the impact of working status of mothers on children, especially adolescents and the various aspects of their lives. Some of these have been taken up for investigation in the present study, these are academic achievement, values and adjustment. It is apparent that maternal employment has profound implications for our changing social pattern. It is therefore very much relevant to study the effect of working status of mothers on various aspects of adolescent’s lives.
STATEMENT OF THE PROBLEM
STUDY OF ACADEMIC ACHIEVEMENT, VALUES AND ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO WORKING STATUS OF MOTHERS.

DELIMITATIONS OF THE STUDY

Following are the delimitations of the present study:

1. The present study is confined to the Senior Secondary Schools of urban areas affiliated to Punjab School Education Board (P.S.E.B.) Mohali, with in the territorial Jurisdiction of Guru Nanak Dev University (G.N.D.U.) Amritsar Only.

2. The present study is delimited to boys and girls students of class XI only.

OPERATIONAL DEFINITIONS OF IMPORTANT TERMS

Academic Achievement

Knowledge attained or skill developed in the school subjects, usually designated by test scores or by marks assigned by teachers.

In the present study percentage of marks obtained by the students in their matriculation examination was taken as their academic achievement.

Values

An inclusive set of deep laying attitudes and beliefs that tend to direct the person to habitual responses in various situations.

In the present study scores obtained by the students on six values i.e. Theoretical, Economic, Aesthetic, Social, Political and Religious through the test prepared by Dr. Raj Kumar Ojha were studied.

Adjustment

The process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

In the present study scores obtained by the students in three areas of adjustment i.e. Emotional, Social and Educational through the adjustment inventory prepared by Dr. A.K.P. Sinha and Dr. R.P. Singh were studied.
Secondary School Students

Secondary School students are students of classes IX, X, XI and XII. These are those students who are passing through the period of adolescence, which is the most important period of human’s life.

In the present study only students who were studying in class XI were taken up.

Working Status of Mothers

Working status of mothers means that either full-time mothers or mothers who have paid work outside home. In the present study, students of both, working as well as non-working mothers were considered, in order to compare their academic achievement, values and adjustment.

OBJECTIVES OF THE STUDY

Present study was designed to achieve the following objectives:

1. To study the difference in the Academic achievement of students of working and non-working mothers.
2. To study the difference in the Academic achievement of boys and girls of working mothers.
3. To study the difference in the Academic achievement of boys and girls of non-working mothers.
4. To study the difference in the Theoretical value of students of working and non-working mothers.
5. To study the difference in the Theoretical value of boys and girls of working mothers.
6. To study the difference in the Theoretical value of boys and girls of non-working mothers.
7. To study the difference in the Economic value of students of working and non-working mothers.
8. To study the difference in the Economic value of boys and girls of working mothers.
9. To study the difference in the Economic value of boys and girls of non-working mothers.
10. To study the difference in the Aesthetic value of students of working and non-working mothers.
11. To study the difference in the Aesthetic value of boys and girls of working mothers.
12. To study the difference in the Aesthetic value of boys and girls of non-working mothers.
13. To study the difference in the Social value of students of working and non-working mothers.
14. To study the difference in the Social value of boys and girls of working mothers.
15. To study the difference in the Social value of boys and girls of non-working mothers.
16. To study the difference in the Political value of students of working and non-working mothers.
17. To study the difference in the Political value of boys and girls of working mothers.
18. To study the difference in the Political value of boys and girls of non-working mothers.
19. To study the difference in the Religious value of students of working and non-working mothers.
20. To study the difference in the Religious value of boys and girls of working mother.
21. To study the difference in the Religious value of boys and girls of non-working mothers.
22. To study the difference in the Emotional adjustment of students of working and non-working mothers.
23. To study the difference in the Emotional adjustment of boys and girls of working mothers.
24. To study the difference in the Emotional adjustment of boys and girls of non-working mothers.
25. To study the difference in the Social adjustment of students of working and non-working mothers.
26. To study the difference in the Social adjustment of boys and girls of working mothers.
27. To study the difference in the Social adjustment of boys and girls of non-working mothers.
28. To study the difference in the Educational adjustment of students of working and non-working mothers.
29. To study the difference in the Educational adjustment of boys and girls of working mother.
30. To study the difference in the Educational adjustment of boys and girls of non-working mothers.
31. To study the difference in the Total adjustment of students of working and non-working mothers.
32. To study the difference in the Total adjustment of boys and girls of working mothers
33. To study the difference in the Total adjustment of boys and girls of non-working mothers

HYPOTHESES OF THE STUDY

Following hypotheses were proposed to test above stated objectives:
1. There exists no significant difference in the Academic achievement of students of working and non-working mothers.
2. There exists no significant difference in the Academic achievement of boys and girls of working mothers.
3. There exists no significant difference in the Academic achievement of boys and girls of non-working mothers.
4. There exists no significant difference in the Theoretical value of students of working and non-working mothers.
5. There exists no significant difference in the Theoretical value of boys and girls of working mother.
6. There exists no significant difference in the Theoretical value of boys and girls of non-working mothers.
There exists no significant difference in the Economic value of students of working and non-working mothers.

There exists no significant difference in the Economic value of boys and girls of working mothers.

There exists no significant difference in the Economic value of boys and girls of non-working mothers.

There exists no significant difference in the Aesthetic value of students of working and non-working mothers.

There exists no significant difference in the Aesthetic value of boys and girls of working mothers.

There exists no significant difference in the Aesthetic value of boys and girls of non-working mothers.

There exists no significant difference in the Social value of students of working and non-working mothers.

There exists no significant difference in the Social value of boys and girls of working mothers.

There exists no significant difference in the Social value of boys and girls of non-working mothers.

There exists no significant difference in the Political value of students of working and non-working mothers.

There exists no significant difference in the Political value of boys and girls of working mothers.

There exists no significant difference in the Political value of boys and girls of non-working mothers.

There exists no significant difference in the Religious value of students of working and non-working mothers.

There exists no significant difference in the Religious value of boys and girls of working mothers.

There exists no significant difference in the Religious value of boys and girls of non-working mothers.

There exists no significant difference in the Emotional adjustment of students of working and non-working mothers.
23. There exists no significant difference in the Emotional adjustment of boys and girls of working mothers.
24. There exists no significant difference in the Emotional adjustment of boys and girls of non-working mothers.
25. There exists no significant difference in the Social adjustment of students of working and non-working mothers.
26. There exists no significant difference in the Social adjustment of boys and girls of working mothers.
27. There exists no significant difference in the Social adjustment of boys and girls of non-working mothers.
28. There exists no significant difference in the Educational adjustment of students of working and non-working mothers.
29. There exists no significant difference in the Educational adjustment of boys and girls of working mothers.
30. There exists no significant difference in the Educational adjustment of boys and girls of non-working mothers.
31. There exists no significant difference in the Total adjustment of students of working and non-working mothers
32. There exists no significant difference in the Total adjustment of boys and girls of working mothers.
33. There exists no significant difference in the Total adjustment of boys and girls of non-working mothers.

DESIGN OF THE STUDY

A research design is characterized by adjective like flexible, appropriate, efficient, economical and so on. The design which minimizes bias and maximizes the reliability of data collected and analysed is called a good design. A research design is the detailed procedure of testing the hypotheses and analyzing the obtained data. It is a detailed plan of investigation. The research design thus may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits an objective analysis of different hypotheses formulated with respect to the research problem. It helps the researcher in testing the hypotheses by reaching
valid and objective conclusions regarding the relationship between independent and dependent variables. The selection of any research design is obviously not based upon the whim of the researcher, rather it is based upon the purpose of investigation, types of variables and conditions in which the research is conducted. The purpose of any design is to provide a maximum amount of information relevant to the problem under investigation at minimum cost.

In the present study descriptive survey method was used for carrying out the study. The data was collected from secondary school students of working and non-working mothers, with the help of a questionnaire on the variable under study i.e. academic achievement, values and adjustment.

The design of present study involved:

1. Comparison between secondary school students of working mothers and of non-working mothers on all the variables under study i.e. academic achievement, values and adjustment.

   Here students of working mothers and of non-working mothers were studied as independent variables and academic achievement, values and adjustment as dependent variables.

2. Comparison between boys and girls of working mothers on all the variables under study i.e. academic achievement, values and adjustment.

   Here boys and girls of working mothers were studied as independent variables and academic achievement, values and adjustment as dependent variables.

3. Comparison between boys and girls of non-working mothers on all the variables under study i.e. academic achievement, values and adjustment.

   Here boys and girls of non-working mothers were studied as independent variables and academic achievement, values and adjustment as dependent variables.

SAMPLE

For the selection of the sample in the present study investigator used the multi-stage random sampling technique. First of all out of 6 districts which come under the territorial jurisdiction of Guru Nanak Dev University, Amritsar, Punjab, 5 districts i.e.
Amritsar, Gurdaspur, Kapurthala, Jalandhar and Nawanshehar were selected randomly.

The investigator collected the lists of urban area senior secondary schools affiliated to Punjab School Education Board, Mohali, form the respective district education offices of these districts. With the help of these lists the schools were selected randomly from each district.

The students of working mothers and of non-working mothers who were studying in class XI were selected randomly from these schools of each district, with due representation to each district.

A total sample of 500 students [250 students of working mothers (125 boys, 125 girls) and 250 students of non-working mothers (125 boys, 125 girls)] was selected.

TOOLS USED

The following tools were used for the conduct of present investigation.

1. Adjustment Inventory for School Students by Dr. A.K.P. Sinha and Dr. R.P. Singh was used as a tool for measuring extent of adjustment. This tool measures three areas of adjustment viz. Social, Emotional and Educational adjustment. The inventory contains 60 items, out of which 20 items measure Social adjustment, 20 items measure Emotional adjustment and 20 items measure Educational adjustment. Each item in the tool has two answers 'yes' or 'no'. The subject is to encircle one response out of the two. There is no time limit for responding to the inventory. The tool is highly reliable and valid. The coefficient of reliability by Split half, Test retest and KR formula - 20 are respectively .95, .93 and .94 and coefficient of validity with hostel superintendent ratings of adjusted students is .51.

2. “Study of Values” Test developed by Dr. R.K. Ojha was used to collect data concerning six values viz. Theoretical, Economic, Aesthetic, Social, Political and Religious. The test consists of 45 questions based upon a variety of familiar situations. The test has two parts. First part consists of 30 items and with two alternative answers and second part consists of 15 items with four alternative answers. In all there are 120 answers, roughly 20 of which belong to each of the six values. The tool is highly reliable and valid. The split half reliability for six
values is .60, .65, .58, .66, .61, .71. Reliabilities through Kuder-Richardson technique for above said six values were .70, .80, .69, .89, .88, .71 respectively. Validity was obtained by product moment correlation. The author reported positive correlation between Theoretical and Economic (+.32), Theoretical and Religious (+.32), Economic and Aesthetic (+.48), Economic and Social (+.46), Economic and Political (+.56) Economic and Religious (+.60), Social and Political (+.57) and negative correlation between other values.

3. Percentage of marks obtained in the matriculation examination was taken as criterion of academic achievement.

PROCEDURE FOR DATA COLLECTION

First of all before the collection of data the investigator contacted the principals of the selected schools of each district to take permission for data collection, by explaining the purpose of the study. They were assured that the data would be used for research purpose only and the responses would be kept confidential. After getting permission of the principals and winning the co-operation of the teachers all possible efforts were made to ensure the best possible conditions for administering the tests and to make the students feel at ease and respond to the various tests with full concentration. In order to conduct the study the students of working mothers and non-working mothers were identified and the tests (adjustment inventory, value questionnaire and form for personal bio-data of students) were administered to these students in the formal atmosphere of the schools, one after the other. Before the administration of particular test the important instructions regarding how to answer the questions were read out loudly and clearly by the investigator.

The students were advised to be fearless in responding to the tests with the assurance that their responses would be kept confidential.

All the difficulties and queries of the students were answered by the investigator himself and they were motivated continuously to answer the tests carefully. All efforts were made to get maximum co-operation from students.

STATISTICAL TECHNIQUES USED

Keeping in view the objectives of the study the data was analyzed statistically by using Mean, Standard Deviation and t-test techniques with the help of SPSS. The results
were invariably depicted in the form of tables and where it was pertinent graphical representations of results were made through Bar diagrams.

**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 student 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
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 there 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 this 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 light 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 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.
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, 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.

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 behavioural 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 affect 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 a sound educational atmosphere in the class rooms as well as in the schools so that the students do not confront with any problem. Teachers should possess a 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 institutions.

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 collectively. The school administrators must also understand the effects of changing family structure and should find the ways to promote child growth and development in
this context. Administrators should assume a practical stand by collaborating with teachers in developing and implementing family education.

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. 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.

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

16. 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.

17. 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.

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.

📖 BIBLIOGRAPHY

☞ APPENDICES

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