CHAPTER-1
INTRODUCTION

1.1.0 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 her towards a career. She has more opportunities than the father to influence the child’s growth and behaviour.

In the modern era the trend for getting a job 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 needs and personal fulfillment, but most women would not leave their jobs even if economic pressure is reduced. They draw satisfaction by doing work and getting money they are earning. Dual earners thus 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.

In recent years, there has been a rapid change on the social, moral and political front. This has affected the relationship between husbands and wives and between parents and children. The pattern of family life today is radically different from the pattern that existed before these cultural changes took place.

Of the many changes that have taken place, those that have the greatest impact on children and their development are that, the families are smaller; ties with relatives are weaker and there are fewer contacts with them; less manual work is done in the home and it is done mainly with the aid of labour-saving machines and the use of prepared foods; children spend more time outside the home than in the home; recreation has shifted outside the home; the major family recreation is television watching; many mothers work outside the home; divorce, separation and remarriage are on the increase; child-training methods are more democratic than in the past; fathers play a greater role in child care; care-takers other than parents are common; social and vocational mobility has increased; status symbols are increasingly important; homes are shifting from urban and rural areas to suburbs; parents are more ambitious for their children and are willing to make personal sacrifices for their education to prepare them for their future; and there is more interaction with outsiders than with family members (Yorburg, 1973; Beels, 1974; Bernard, 1975; Cogswell, 1975). Due to rapid socioeconomic change, today’s children are growing up in a world which is very different from that of their parents.

With the change in the social structure, many women have entered the labour force. Kapoor (1970) writes, that in free India women have been entering salaried remunerative occupations, and professions in increasing numbers.

The welfare and happiness of the family depends upon the personal fulfillment and satisfaction of its members in their respective roles. These days many young women experience conflicts and frustration in their essential fulfillment roles of wifehood and motherhood. Young women of today are educated and many are trained for various professions. Due to reproduction control, labour saving devices in the home, and child care facilities, women have more opportunities these days to combine career with
parenting. The career of women in India is very visible and it is significant that the society at large has quietly accepted women’s assumption of new roles. Women have broken out of the ‘status trap’ and have jobs that give them both regular income and social esteem (Srinivas, 1978). This provides evidence of the increasing number of mothers who are choosing to work outside the home.

These days it is culturally acceptable for mothers to have jobs. Today, many women have been able to successfully combine a career with parenting. Majority of women believe that it is possible and feasible to carry out the roles of wife and mother while concomitantly pursuing career which would gratify their need for self realization and achievements.

People have also been concerned about the time a mother spends with her child. In this context, perhaps the axe falls on the working mother, for whom it is assumed that she does not have time for her child and as a consequence there is emotional deprivation in the child.

Today, women are experiencing the frustration and pressure of trying to juggle two important responsibilities, family and career. And because they have fewer hours to teach, nurture, and influence their children, they are interested in using these important hours efficiently and constructively.

Traditional views that women should remain at home and raise children have been challenged and altered by the women’s liberation movement and by economic pressures (Lamb and Sagi, 1983).

Pietromonaco et al. (1986) studied the potential negative and positive consequences of having multiple roles. Higher self-esteem and greater job satisfaction were associated with holding more roles. These findings overall suggest that, for employed women, having multiple roles may enhance their psychological well being.

Kerbo (1989) observes that family is undergoing a change and due to industrialization extensive changes have come in the family system of modern societies, with many opportunities for alternative life styles, decreased importance of the extended family, decrease in birth rate, new technology into the home, thus changing traditional tasks for women or atleast changing the way these tasks are accomplished. With less time
required for house work and with fewer children, women have now more time for other activities. Occupational structure has changed, creating more job opportunities for women.

Sullivan and Thompson (1990) state that in terms of recent changes a major development has been the changing roles of men and women. Women have been encouraged to pursue employment outside the home. But they are still largely or solely responsible for child care. Child rearing has become more difficult due to urbanization and geographic mobility in many industrialized nations. Thus the child rearing practices continue to be an area of research.

Verma (1990) writes that the status of women in the family set up is not always secondary or subordinate to men as it is commonly believed. A woman exercises considerable power in family matters and most important decisions in the family are made in consultation with her.

Hence strategies should be developed to modify the home work environment, and provide more resources for employed women to assist them in achieving a higher level of role integration, which would offset the negative balance between career and parenting.

1.2.0. ACADEMIC ACHIEVEMENT

Academic achievement has been considered an important factor in life. In this rapidly changing world and with the growing advancement in science and technology the role of education has become vital. At the time of admission, for entrance in job, for scholarship, for further studies, academic achievement is the only criterion. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible.

A prominent feature of contemporary educational thinking has been a growing concern about the effectiveness and efficiency of teaching learning outcome of a system of education which can be assessed in terms of student’s achievement.

Academic achievement is one part of wider term educational growth. It refers to what a student has achieved in different subjects of studies during the course of the year. Academic achievement has largely to do with the Intra-Individual differences i.e.
differences within the individual from time to time or with inter-personal differences i.e. between one individual and another, between one group and another. Besides areas of functioning, individuals of the same group, same grade and same potential ability may differ in their academic proficiency due to many factors.

Academic achievement is important as it helps the students to understand the hierarchy based on academic achievement i.e. higher the achievement more are the openings for the students and they can go for better lines and better jobs in all fields like science and technology, medicine, management, literature, education etc.

Higher academic achievement is of paramount importance for progress and promotion in any field. As students with higher level of achievement can have better chance of getting higher jobs.

Another important role that academic achievement plays is the elevation of the socio-economic status of the individual as well as the family because of better occupational opportunities.

In fact, the whole system of education revolves round the academic achievement of students though various other outcomes are also expected from the system. Thus a lot of time and effort of the school are used for helping students to achieve better in their scholastic endeavours.

The need for measuring academic achievement is based on two fundamental assumptions of psychology. First, there are differences within the individual from time to time known as behaviour oscillation, i.e. academic achievement of the same individual differs from time to time, from one class to another and from one educational level to another. Secondly, there are individual differences. Individuals of the same age group, of the same grade usually differ in their abilities and academic proficiency whether they are measured by standardized procedures or by teacher’s grading or by marks obtained in class tests and examinations.

A test of achievement is supposed to tell how much the students have learnt. Each year examination are conducted and the results are declared where many students are found to be failing miserably while, others get only passing marks and some others get high marks.
Students achievement are generally compared in terms of quantitative scores obtained. One of the commonest approaches is to classify students on the basis of percentage of marks obtained. The students with marks equal to and above sixty percent are generally referred to as first divisions, with marks equal to and above fifty percent but below sixty percent are termed as second divisioners and students with marks less than fifty percent are termed as third divisioners provided they score the minimum passing score which is 33.3% or 35% or sometimes 40%.

Another method classifies students on the basis of grades. In this system a student is assigned a grade on a five point scale or a nine point scale depending on the range of percentage in the class.

Academic achievement is one of the most important goals of education. The success or failure of a student is determined by his/her level of performance.

Academic achievement means the amount of knowledge gained by the student in different subjects of study as indicated by his scores in the examination. Its measurement encourages the students to work hard. It also helps the teachers to know whether teaching methods are effective or not and to help them in bringing improvement accordingly. Thus, assessment of academic achievement helps both the students and teachers to know where they stand.

It is a unique, prime and perennial responsibility of a school or an educational institution established by the society to promote a wholesome academic growth and development of a child. Perhaps, no one would deny the importance of academic achievement in a child’s life. High achievement in school builds self-esteem and self-confidence which leads to better adjustment with groups.

In recent years, academic achievement has come to occupy the central position. Sound development in academic front can be well matched with pillars on which entire future structure of personality stands. Importance of academic achievement can also be judged when we realize that happy life which we wish for every child, would be impossible, unless he has some skills in the intellectual and scholastic arts.
Good (1959) defines academic achievement as the knowledge attained or skill developed in the school subjects usually designated by test scores or marks assigned by the teacher.

Pressey et al. (1959) define achievement as the status or level of a person’s learning and his ability to apply what he has learned. According to them, achievement would not only include acquisition of knowledge and skills but also attitudes and values.

Trow (1960) defines academic achievement as the attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on norms, derived from a wider symphony of pupils performance.

Mehta (1969) expresses the view that the word ‘performance’ is a wider term, which includes both the academic and co-curricular performance of an individual. Achievement is the learning outcome of a student. A level of academic achievement in the academic field of a student is included in the performance of an individual.

Kohli (1975) defines academic achievement as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examination.

Horrock (1976) defines achievement as the status or level of person’s learning and his ability to apply what he has learned. According to him, achievement would not only include acquisition of knowledge and skills but also attitudes and values as aspects of achievement. Achievement as manifested by the application of acquired skills and knowledge is a product of learning attitudes and interests since these factors would implicitly influence the intent of achievement.

Christian (1980) remarks that the word ‘achievement’ indicates the learning outcome of the students. As a result of learning different subjects, the behaviour pattern of the students changes. Learning affects three major areas of behaviour of students (1) cognitive (intellectual development, recall and recognition) (2) affective (Self concept and personal growth) and (3) Psycho-motor (developing muscular skills). He says that all these three levels are not affected in equal measures at a time. It means, a student may be at a higher level in one domain and lower in another.
Hawes and Hawes (1982) state that the word academic refers to the institutional system of formal education with a school, college or university; or a scholarly person who works in higher education.

Taneja (1989) states that academic achievement refers to performance in school or college in a standardized series of educational tests.

According to Advanced Twentieth Century Dictionary (1995), the term academic is related to education or to an academy or other institutions.

Random House Webster’s College Thesaurus (1997) states that academic achievement means those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on the accomplishment or proficiency of performance pertaining to any activity scholastic in nature or any scholarly activity.

According to Oxford Advanced Learner’s Dictionary (2000) achievement is a thing that somebody has done successfully, especially using his/her own effort and skill.

Factors Affecting Academic Achievement

Academic achievement is considered to be the unique responsibility of educational institutions. Knowledge of the level of correlation between different factors and academic achievement is therefore necessary for a teacher in ascertaining what contributes to high and low achievement of students. It consequently, helps in promoting achievement of the students, which is also a great concern to the parents, teachers, institutions and the society. Truly speaking, the future of any institution depends upon the academic achievement of its students.

Academic achievement is a multidimensional and multifaceted phenomenon. There are immumerable factors which affect academic achievement viz. intelligence, personality, motivation, heredity, home environment, learning experiences, environment of school and class in particular etc. The factors like interest, aptitude, family background and socio-economic status of the parents also influence the child’s academic achievement.

In a comprehensive study, Sinha (1970) asked high and low achievers to check factors that they consider important in order of achievement significance. These were:
hard work, intelligence, memory, good health, availability of books, methods of study, financial difficulty, interest in social and practical work.

McCombs and Marzano (1990) remark that achievement outcomes have been regarded as a function of two characteristics, skill and will. These must be considered separately because possessing the will alone may not ensure success if the skill is lacking.

There are several factors that are responsible for high and low achievements of the students and these factors can be grouped into three broad classes: (1) Psychological factors (2) Environmental factors and (3) Personal factors.

1. **Psychological Factors**

These are related to individual himself e.g. intelligence, learning ability, motivation, self-efficacy, learning style, study skills, creativity, level of aspiration, self concept, locus of control, interest, etc.

2. **Environmental Factors**

These factors conforming to the environment of the individual include socio economic status, educational system, family environment, evaluation system, value system, teachers efficiency, school situation and environment.

3. **Personal Factors**

Under this factor we may include age, sex and health as possible influencing factors.

These factors affect the academic achievement both positively as well as adversely.

Stern et al. (1956) says that educational attainment is determined by factors like adjustment with friends, relationship with teachers, interests, personality traits, values etc.

Chapman (1959) found that higher academic achievement is accompanied by higher academic interest.

Various studies also have shown that warm and affectionable behaviour towards children (Epstein and Radin, 1976; King FunLi, 1974; Nuttal and Nuttal, 1976) lead to their higher achievement in school. Praise and approval given by parents were related with Children’s high achievement, Tibbets (1955).
Besides, parental restrictiveness and punishment have also been observed to be negatively related with achievement, (Ojha, 1984; Sowaid et al., 1987; and Barton et al., 1974). Parental independence training produces a high level of need for achievement (Grefow, 1973; McClelland, 1967; Ojha, 1973; Tiwari and Mishra, 1977). A study conducted by Steinberg et al. (1992) clearly shows that adolescents whose parents are warm, firm and democratic achieve more in schools than their peers.

From the discussion given above, it may be concluded that academic achievement is the core of wider term educational growth and perhaps none would deny the importance of academic achievement in the child’s life. Achievement in school may be taken as any desirable learning that is observed in the students. It is customary for schools and colleges to be concerned to a great extent with the development of knowledge, understanding and acquisition of skills.

In short, academic achievement is a measure of understanding or skills in a specified subject or group of subjects. The academic achievement may be for a particular subject or a total score of several subjects combined. Hence academic achievement is concerned with the quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions.

The importance of scholastic or academic achievement has raised several questions for educational researchers. What factors promote achievement in students? Many factors have been hypothesized and researched upon. Researchers have come out with varied results sometimes complementary to each other, and some times contradicting each other. A complete and comprehensive picture of academic achievement still seems to be eluding the researchers.

1.3.0. VALUES

Values represent an individual’s philosophy that guides him in his behaviour under variety of situations. Values are the products of social living as related to an Individual’s development. They are considered as potent determinants of human behaviour. They make human behaviour patterned and help to make sense out of discrete pieces of human behaviour which otherwise do not have any connection. Values represent wants, preferences, likes or dislikes for particular things, conditions or
situations. Values consist of opinions about what is right, fair, just or desirable. As values take the form of opinion, they are not subject to scientific or objective testing and validation. In addition, values represent broad guides to action.

Values are principles that lay a solid foundation for a civilized and caring society. A society is said to be cultured one, if it follows a set of norms that are for the welfare of its members. On the contrary, a society which cares least for its members and where the principle of might is right is predominant, cannot be said to be a cultured society. In such society, human dignity finds low priority and the society becomes less caring for its individual members who need attention and care because of the conditions that are beyond their control. If a society is to be made for all, values must become an integral and inseparable part of each individual’s life.

Having been born as human beings and endowed with the rare gift of reasoning and spiritual awakening we have to sanctify our lives and put Satya, Dharma, Shanti, Prema and Ahimsa into practice. This message or line of thinking was proclaimed in different ages by our great prophets like Krishna, Mahavira, Buddha, Sages like Sankara, Kabir, Guru Nanak, Sri Ramakrishna, Swami Vivekananda and the modern thinkers like Gandhi, Tagore and Aurobindo.

The concept of value varies with different approaches and schools of philosophy.

- In Jain philosophy, value is celibacy, asceticism and control of senses.
- In Buddhist view, thought liberation and service of sentient beings of the world is the value.
- Sankhya advances a theistic and evolutionary concept of value.
- In Rigveda, value means to make a man self-reliant and selfless.
- According to upnishads, value is that whose end product is salvation.
- According to Charvaka school, value-conception is hedonistic and epicurean. Value is happiness and happiness is value.

Life value is self discipline, self-perfection and self fulfillment. Value is perfection, it is a medium of self discovery and an instrument of progress. The concept of value is both absolute and relative in its implications. Value is highest liberation and medium towards better living.
Different people placed in similar situations react in different styles. In everyday life too, the same stimulus evoking almost unlimited variety of human responses, can be best explained in terms of their personality, needs, values and goals.

Some thinkers believe that values are concepts and like all concepts, they do not exist in experience but in the mind of an individual. They represent the quality of worth or merit which man recognizes on various aspects of his experience. The majority of professional educators also believe that values come from experience.

The Idealists believe that “the objective of living and learning is to develop the natural man into the ideal man”. According to them, values substantially exist and man values them because they are realities and part of the fabric of the cosmos.

Unlike Idealists, the pragmatists hold that values are not pre-existent, fixed or eternal. Pragmatic values are not absolute in themselves but are precious in a relative way to the situation requiring a choice and to the future situation that might hypothetically exist as the result of immediate alternatives of action. Man creates values according to circumstance and environment. According to them “Truth” holds good if it works out well as judged from consequences. They are instrumentalists and hold that values are not intrinsically good but are good for themselves in a particular situation. The naturalists and realists believe that values are found in nature and are discovered by man who is a rational being.

Rationalists consider the eternal and absolute nature of value in different prospects. According to them, if values are really universal, they should be so among all communities in the world, but this is not the case. Some values of various communities are even opposite to each other. Likewise, if values have objectivity in themselves, they should be equally obvious to all as the tables and chairs are. But this is also not the case of objective nature of values. Though some people who believe in the objectivity of values take recourse to the degree of value consciousness in man like idealists. But such a recourse is unavailing. Apart from this, clarity of value-consciousness should yield unanimous results. But in the field of values, unanimity is nowhere to be found. All this shows that values are not objectively given. Man makes values. Man is the maker of all values.
Spranger (1928) describes values as basic interests or motives in the personality of an individual.

Kohler (1938) explicitly or implicitly, believes that values are continually regarding things as good or bad, true or false, virtues or vices. This phenomenon of evaluation is valuing and is a continuous and life long process.

Marginan (1959) opines that a value is the measure of satisfaction of a human want.

Bronowski (1959) define, “A value is not a mechanical rule of conduct, not it is a blue print of virtue. A value is a concept, which groups together some modes of behaviour in our society”.

Good and Markle (1959) define values as a cluster around activities and attitudes which serve needs of the group or a large or dominant portion of the group or secondly about ways of life which have become habitual or customary and therefore require little conscious adjustment from day to day, or thirdly they are intervened with other elements in the cluster in which disturbance of one part of the complex threatens other.

Wolf and Schwartz (1959) define values as long range attitudes, convictions, wishes, hopes, dream and faith.

Fallding (1965) opines that value guides behaviour towards uniformity in the varieties of situation with the object of repeating particular self sufficient satisfaction.

Rokeach (1966) believes values as criteria for guiding action, for developing and maintaining attitudes towards relevant objects and situations, for justifying one’s and other’s actions and attitudes, for normally judging self and others, for comparing one self with others.

Braunstein and Mascovich (1966) define values as the meaning of reality for an individual. Values must be interpreted as generalized, dynamic disposition of personality, which directs and determines the type of the individual’s behaviour toward varied situations confronting him in his daily life.

William (1968) remarks that a person’s values serve as the criteria, or standards in terms of which evaluations are made. Value as criterion is usually more important usage for purposes of social-scientific analysis.
Kane (1967) defines values as ideals, beliefs or norms which a society or the large majority of society members hold. Values thus are socially approved desires and goals that are internalized through the process of conditioning, learning, socialization and that become subjective preference, standards and aspirations.

Kurt (1969) opines that values are dispositions to behave in certain ways, which can be ascertained by observation; these are tendencies of people to devote their resources to the attainment of certain ends.

Rokeach (1973) defines values as an enduring belief, a specific mode of conduct or end state of existence.

Shaver and Strong (1976) define values as our standards and principles for judging worth. They are the criteria by which we judge “things” (people, objects, ideas, actions and situations) to be good, worthwhile, desirable or on the other hand bad, worthless, despicable; or of course, somewhere in between these two extremes. We may apply our values consciously or they may function unconsciously, as part of the influence of our frame of reference, without our being aware of the standard implied by our decision.

Silver (1976) defines values as the internalized standards and criteria for guiding action, developing and maintaining attitudes and making moral judgements.

Kalra (1976) defines values as a concept, which is accepted by the sub-conscious mind, is understood by all and perceived by the individual.

Morril (1980) asserts that values, are standards of choice, which lead to satisfaction, fulfillment and meaning. Values serve as authorities in the name of which choices are made and action is taken.

Kirpal (1987) states that value might be defined as what we believe, what we practise, what we learn from the experience in order to adopt and renew traditions received from past traditional values. Values include attitudes, preferences, life style, belief systems, and network of meanings that men have given to life. Values are the key choices that shape the type of life the man builds for himself and kind of person he becomes.
Dictionary of Sociology (1988) says that value is an abstract, generalized principle of behaviour to which the members of a group feel a strong, emotionally toned positive commitment and which provides a standard for judging specific acts and goals.

Singh (1992) opines that values are significant in one’s personality development. Values develop by direct learning through parents at home and the teachers at school and later on the person acquires the values of his society through the different media of communication. Values are significant in evaluating attitude towards objects and activities having social significance.

Suar (1992) states that values are desirable ideals located centrally within one belief system. They are transferred from generation to generation through education, early life experience in family, schools and through socialization in organizations and institutions. Values are also institutionalized partly in the form of legislation. Ultimately they constitute an attribute of the individual as well as of the collective culture. Thus values govern human behaviour.

Adhikari (1994) asserts that values play an important role in shaping individual behaviour in the social context. They are socially approved or disapproved desires or goals, conceptions or standards by which things are compared and approved or disapproved. Values are things in which people are interested, things they want and desire.

Angira (1995) thinks that values are ideas about desirable states of affairs shared by members of a group or culture. Values are inculcated in childhood and are transferred at later stages. They guide our behaviour, act as actions and enable us to choose good or bad throughout life. We can understand a person through the knowledge of his values.

Pushpandham (1997) opines that values provide motivation, energy, drive, perseverance for one’s action and even self evaluation and correction.

Parker (1999) defines values as “assuagement of desires”.

Cattell (1999) has stated that “by value” we mean the social, artistic, moral and other standards, which the individual would like others and himself to follow.

Hofstede (2001) defines values as a broad tendency to prefer certain states of affairs to others.
Bhatia (2002) defines values as means to perfection which bring excellence and universal good. These are internal dealing with internal development of a person, purify mind and heart. These values provide the basic foundation for understanding a person’s personality, perceptions and attitudes.

Classification of Values

Different psychologists have classified values differently. Spranger (1928) the pioneer authority on values, was of the view that the personalities of men are best known through the study of their values. He gave six types of values, viz. the theoretical, economic, aesthetic, social, political and religious.


The Allport et al. (1960) classified the values into six classes (1) theoretical (2) social (3) political (4) religious (5) aesthetic (6) economic.

Gordon et al. (1962) worked for survey of personal values and considered the following values suitable for his purpose (1) Practical mindedness (2) Achievement (3) Variety (4) Decisiveness (5) Orderliness (6) Goal orientation. He used (1) Support (2) Conformity (3) Recognition (4) Independence (5) Benevolence and (6) Leadership value in his other scale “Survey of interpersonal values”.

Butler (1963) classified values into seven classes as (1) Power (2) Money (3) Fame (4) Pleasure (5) Knowledge (6) Democracy and (7) Social value.

Kulshrestha (1969) classified the values into seven categories with special references to the Indian democratic society. They are (1) National integration (2) Dignity of labour (3) Freedom (4) Equality (5) Character (6) Intellectual and (7) Health value.

NCERT (1979) has given following list of values in its publication entitled ‘Document on social, moral and spiritual values in Education :
A. (1) Abstinence (2) Appreciation of Cultural Values of Others (3) Anti-Untouchability  
C. (4) Citizenship (5) Consideration for Others (6) Concern for Others (7) Co-operation  
(8) Cleanliness (9) Compassion (10) Common Cause (11) Common Good (12) Courage  
(13) Courtesy (14) Curiosity  
E. (21) Endurance (22) Equality  
G. (28) Good Manners (29) Gentlemanliness (30) Gratitude  
H. (31) Honesty (32) Helpfulness (33) Humanism (34) Hygienic living  
I. (35) Initiative (36) Integrity  
J. (37) Justice  
K. (38) Kindness (39) Kindness to animals  
L. (40) Loyalty to duty (41) Leadership  
N. (42) National Unity (43) National Consciousness (44) Non-Violence (45) National Integration  
O. (46) Obedience  
P. (47) Peace (48) Proper Utilization of time (49) Punctuality (50) Patriotism (51) Purity  
Q. (52) Quest of Knowledge  
R. (53) Resourcefulness (54) Regularity (55) Respect for Others (56) Reverence for old age  
S. (57) Sincerity (58) Simple living (59) Social Justice (60) Self-Discipline (61) Self-help  
(62) Self-respect (63) Self-confidence (64) Self-support (65) Self-duty (66) Self-reliance  
(67) Self-control (68) Self-restraint (69) Social service (70) Solidarity of mankind (71) Sense of social responsibility (72) Sense of Discrimination between good and bad (73)
Socialism (74) Sympathy (75) Secularism and respect for all religions (76) Spirit of enquiry

**T.** (77) Team work (78) Truthfulness (79) Tolerance

**U.** (80) Universal love (81) Universal truth

**V.** (82) Value for national and civic property

The inculcation of values is by no means a simpler matter. There is no magic formula, technique or strategy for this. Value education in all its comprehensiveness involves developing a sensitivity to values, an ability to choose the right value, internalising them, realizing them in one’s life and living in accordance with them (*Venkataiah, 1998*).

It is said that values are caught and not taught. Modern educationists are of the opinion that values are caught as well as taught. Though values are intimately related to volition and affection yet cognition plays a role in the training of volition and affection (*Venkataiah, 1998*).

The secret of teaching life values lies in inspiring and kindling the quest by one’s own example and mastery of knowledge of values. A congenial social environment of emulative examples, winsome attitudes and salutary interactions between teachers, teachers and students, teachers and parents can promote and foster the growth of values.

It is not a timebound affair. It is a life long quest. Teacher with vision dealing with curricular subjects such as Languages, Science, Social science, Music, Art, Work experience and Curricular activities such as NCC, Scouts and Guides, Community Service, Red Cross, Field trips, Sports and Games can develop suitable strategies and methods which would enable proper transmission of life values.

These days when social, moral, cultural and spiritual values are disintegrating, when religion is loosening its hold, when power and knowledge are being misused for vested interests, when nations do not trust one another, when black marketing, corruption, indiscipline, violence are fast spreading, it is essential that education should be value oriented. Only value oriented education can promote individual and social welfare, love, peace, good will and understanding. The family is the first unit with which the child has continuous contact and it is also the most powerful medium through which value systems
develop. The family wields a profound influence on growth of attitudes and interests of an individual. Lessons learnt in the family can go a long way in shaping the human personality. The family is thus the most important channel through which the values can be cultivated.

Women are the guardians of culture. Women have to play an important role in the value oriented education of children. Women have the capacity not only to convert a house into a sweet home but by extension transform a country into strong nation. Mahatma Gandhi once said that if men are good teachers, women are better teachers (Venkataiah, 1998).

1.4.0 ADJUSTMENT

The concept of adjustment means adaptation to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this complex functioning of the persons demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

Adjustment of an individual is a major factor enabling him to be popular in the society. He has a clear insight of his own abilities and limitations, he is capable of evaluating his own failures and achievements, and the failures and achievements of those with whom he has in an objective and dispassionate manner. As a consequence of this he experiences minimum conflicts, strains and tensions.

He can be a good friend where others find solace in his elevating company. Whereas on the other hand a maladjusted individual is a constant victim of conflicts, stresses and strains. He is incapable of making necessary adjustments with the demand of life. He tends to be irritable, irregular, indifferent and destructible. He often tries his
problems by denying the realities of life. He commonly tends and makes issues with other people over trivial matters. Under these circumstances, how can a maladjusted individual become popular and influential?

Adjustment is individual’s ability to harmonize his own needs with those of his environment. The more an individual actualizes his potentialities the better he is deemed to be adjusted. Adjustment is a process that takes us to lead a happy and well contented life. Adjustment helps us in keeping balance between our needs and the capacity to meet these needs. Adjustment gives us strength and ability to bring desirable changes in the condition of our environment. A well adjusted person is mentally adjusted in the sense that he knows the capabilities and capacities according to which he chooses his goals and endeavours to reach these goals. On the emotional side, he can express his emotions in a socially acceptable way and at the proper time, and can restrain himself when required to do so in spite of all provocations.

The concept of adjustment was originally a biological one mentioned in Darwin’s theory of evolution as adaptation. They are referred to as the biological structures and processes that facilitate the survival of the species. The biological concept of adaptation has been adopted by psychologists as “adjustment”. From psychologists’ point of view, adjustment covers needs, gratifications, skills in dealing with frustrations, conflicts and peace of mind. It means learning how to get along successfully with other people and how to meet the demands of life.

In the literature pertaining to theoretical models and research findings of adjustment there appears to be lack of unanimity about its definition.

Gates (1950) defines adjustment as a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Thus adjustment shows the extent to which an individual’s personality functions efficiently in a world of other people.

Kuhlen (1952) has observed that all people have psychological and physical needs which constantly and intermittently require satisfaction. The process by which they overcome obstacles to satisfy their needs is termed as adjustment process.
Lehner and Kube (1955) opine that adjustment is a continuous process by which a living organism maintains the balance between his needs and circumstances. The psychological meaning of the adjustment process has been considered to consist of the efforts of an organism to overcome frustration in achieving the satisfaction of need.

Schneiders (1960) defines adjustment as a process involving both mental and behavioural responses, by which an individual strives to cope successfully with inner needs, tensions, and frustrations and conflicts and affect a degree of harmony between inner demands and those imposed on him by the objective world in which he lives.

Smith (1961) define “a good adjustment is one which is both realistic and satisfying. At least in the long run it reduces to minimum, the frustrations, the tensions and anxieties which a person must endure”. Smith further observes that adjustment provides an evenness of satisfaction, a general satisfaction of the whole person rather than a satisfaction of one intense drive at the expense of others. Smith considers evenness of satisfaction as the main quality of adjustment.

Shaffer and Shoben (1961) define adjustment as the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. Shaffer’s definition lays stress on needs and their satisfaction. One feels adjustment to the extent one’s needs are gratified or in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes, he reduces the quantum of his needs so that he may feel satisfied within the limited resources and in this way, he tries to keep a balance between his needs and the capacity of realizing these needs. As long as the balance is maintained, he remains adjusted. The very moment it is disturbed he drifts towards maladjustment.

Adjustment or healthy personality is manifest in the individual who has been able to gratify his needs through accepted behaviour such that his own personality is no longer a problem to him (Jourard, 1963). The well adjusted person within the limitations of his own personality can react, effectively to different situations and resolve conflicts, frustrations and problems without the use of symptomatic behaviour (Schneiders, 1965). He is, therefore, relatively free of such disabling symptoms as chronic anxiety, scruples.
obsessions, indecision or psychosomatic disturbances. He creates a world of interpersonal relations and satisfactions that contributes to the continuous growth of personality since adjustment in itself is neither good nor bad. It can be defined most simply as a process involving both mental and behavioural responses, by which an individual strives to cope with inner needs, tension, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives. Taken in this sense the majority of responses fit into the concept of adjustment.

A scientific study of adjustment is concerned with those human responses (mental as well as behavioural), by which people attempt to cope with different situations and problems of everyday life, the conflicts and frustrations that arise with stresses and strains that are encountered as one goes about one’s daily tasks. An individual's adjustment is adequate, wholesome or helpful to the extent that he has established a harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. Among the criteria that encompass the important components of adjustment behaviour are the possessions of a wholesome outlook on life, a realistic perception of life, emotional and social maturity, and a good balance between the inner and outer forces that activate human behaviour (Crow, 1967).

Human adjustment is a never-ending process (Ruch, 1970). In the constant process of attempting to meet both inner needs and environment demands, no one can escape a certain amount of tension and stress which may lead to frustration.

Good (1973) generalised and said that an adjusted individual is one who has established wholesome relationship with his physical and social environment.

Encyclopedia Britannica (1974) describes adjustment as the process of behaviour by which men and animals as well, maintain an equilibrium between their needs and the demands and obstacles of their environment.

Lazarus (1976) states that adjustment consists of the psychological processes by means of which the individual manages to cope with various demands or pressures.

According to Freud’s theory of adjustment cited by (Chauhan, 1978), there is a constant conflict between the instinctive urges and environmental conventional restriction and social pressure in the mind of the individual. If a person is strong and his
consciousness sides with his intrinsic desires, he satisfies them irrespective of violation of social norms. Such a person defines the norms of the society for his pleasure. But most of the persons do not violate the social norms because of their training and education in childhood. They accept the social taboos and inhibitions imposed by the community. They fight with their own wishes, repress and suppress all those that are socially reprehensible. It is this unresolved conflict between their inner impulses and taboos of the society that give rise to maladjustment, manifest in a wide range of behavioural actions.

Kulshrestha (1979) explains that the adjustment process is a way in which the individual attempts to deal with stress, tension, conflict etc. and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationship with the environment.

Bhatia and Purohit (1983) consider that adjustment is directly connected with needs and problems of life and refers to the behaviour pattern through which those needs are satisfied or problems are solved habitually.

Mckenzie (1986) expresses that a well-adjusted person can meet his needs with the resources available in his environment. A person is said to be well adjusted if he accepts himself and the ways of life without getting into trouble. This adjustment is the relationship that exists between an individual and his environment, especially his social environment in the satisfaction of his motives.

Rao (1990) suggests that one needs to make some sort of adjustment with the problem, that is, rectification of earlier ways of feeling with it, for maximum satisfaction.

Patil (1992) expresses that adjustment is one of the most important parts of human life; the process of adjustment starts from the birth of the child and it continues throughout life. So adjustment is the relationship between an individual and his environment.

Srivastava (1996) states that adjustment is a harmonious relationship with the environment in which most individual’s needs are satisfied in socially acceptable ways. Adjustment is an important state of the person, which influences the relationships with others. The adjusted person is said to be mentally sound, who seems to be happy in every
walk of life. On the other hand maladjusted person is disturbed with marked failures in life, and unsatisfactory relations with others.

**Adjustment patterns**

Adjustments are learned and used again and again so that they become habitual and easy. Some adjustment patterns are as follows.

(a) **Home Adjustment**

Relation of the child with his family members influence his adjustment. Home promotes satisfaction and security. Congenial environment in the home promotes adjustment and uncongenial environment in the home hinders adjustment.

(b) **Health adjustment**

Sound health is a source of satisfaction and adjustment. Persons who have physical defects or deformities may develop various types of complexes and frustrations and the result is maladjustment.

(c) **Social Adjustment**

Area of social adjustment is influenced by social maturity of the person. Maturity in social relationships means to establish good relations with family, neighbours, playmates, class fellows, teachers and other members of the society. A socially mature person behaves in accordance with social norms, customs and traditions and does not engage in antisocial activities.

(d) **Emotional Adjustment**

Emotional adjustment is a condition in which an inappropriate and inadequate emotional reactions interfere with harmonious interpersonal relationships. Various emotional symptoms are like excessive worry, hatred, fear, inferiority, intolerance, extreme timidity, tension, frustration, anxiety etc.

If a person is free from these symptoms and controls his/her emotions i.e. is able to express proper emotion in a proper situation and in a proper form, we can say that he is emotionally mature and an emotionally adjusted person.

(f) **Educational Adjustment**

A child is educationally maladjusted if he is not benefited by the school situations because of deep psychological problems that bring about deviant behaviour and
resistance to learning, development and growth. An educational adjustment means satisfaction of the child with the behaviour his class fellows, teachers, head of the institution and also satisfaction from method of teaching, discipline, time table, co-curricular activities and healthy environment.

Psychologists have interpreted adjustment from two important points of view. One, adjustment as an achievement and another, adjustment as a process. The first point of view emphasized the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment.

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education and other social activities need efficient and well-adjusted individuals for the progress of the nation. To interpret adjustment as achievement, criteria have been set to judge the quality of adjustment. Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are physical health, psychological comfort, work efficiency and social acceptance.

Adjustment as a process is of major importance for psychologists, teachers and parents. The nature of adjustive process is decided by a number of factors particularly internal needs and external demands in such conditions, there are three alternatives, one the individual may inhibit or modify his internal need or demand and second, he can alter the environment, and can satisfy his demand, and the third alternative is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of personality.

The determinants of adjustment can be classified into biological and cultural. The biological determinants of adjustment have their roots in the heredity of the individual. The cultural determinants of adjustment are important because they permit the individual to adjust within the framework of cultural norms, values and standards of behaviour.

The problem of adjustment is a vital problem of modern world. This problem is a matter of such a widespread concern that books, magazines, scientific journals etc. dealing with adjustment problems are appearing more and more. Today we are facing a
more complex world which taxes our adjustive capacities and we are feeling difficulty in achieving a sense of harmony with the environment. Modern life seems to produce maladjusted individuals at a faster rate. No wonder, books and magazines on the art of living are a booming industry in the 21st century.

The problem of adjustment, being faced by our adolescents needs serious considerations. The period of adolescence is a transition period. The adolescents shift from childhood to adulthood. Sometimes conflicting demands of parents make them puzzled over their role and position in society. Owing to competitiveness in academics and diversification of courses, adolescents need the presence and help of their parents. So parents should try to minimize their mental agony and tensions.

Adjustment is an active process that occurs as the individual lives in his family situation, advances educationally, pursues vocational outlets and engages in social relationships. Thus areas of adjustment embrace all these realms of human experience and interaction. Hence we speak of home adjustment, social adjustment, school adjustment, vocational adjustment, emotional adjustment, health adjustment and so on. Positive life adjustment applies especially to the ways in which an individual attempts to satisfy his needs, wants and interests in relation to those with whom he confers.

1.5.0. SECONDARY SCHOOL STUDENTS

Secondary school students are students of classes IX, X, XI and XII. They are the students who are passing through the period of adolescence, and this is the most important period of human life. These young people constitute a major portion of the country’s population. Along with their physical maturity they develop their personality which is completely based on the family situation.

Home/family plays an important part in the various aspects of development of secondary school students. It is the primary agency for learning. Family has a great responsibility in promoting social skills, providing fundamental knowledge, and modifying behaviour etc. Whatever social adjustment the secondary school students have to make with the outside world reflects the personality patterns that are moulded in the family. All their values, goals are individually influenced by the family situations in which they are moulded during the whole childhood period.
1.6.0. WORKING STATUS OF MOTHERS

One of the most significant changes that the modern era has ushered in, is the rising number of women taking up gainful employment. There is phenomenal increase in the number of women combining marriage and career. Many women have rejected the traditional view about women’s place being “Home and Hearth”. A large number of myths and doubts about their capabilities and potential have been dispelled. Industrialization, urbanization and modernization have brought the gradual emancipation of women from and comparatively inferior, secondary and supportive status to a position of relative equality. One of the most fundamental and remarkable change since India’s Independence is the emergence of women from the exclusive seclusion of the home into activities of the force.

Today, in the era of science and technology, everybody needs a comfortable and modern life style. Socio-economic status is fast changing. Everybody needs computer, microwave, VCD and other latest home gadgets and a luxury car. As the whole scenario of living standard is changing, there is a greater demand in the family for more of comforts and luxuries of life. To meet these demands, a single earner cannot be sufficient, so that the trend for job of both the husband and wife is prevailing.

The independent financial base provided by employment, provides women with increased sense of competence, gives them more power within the marriage life and increases her influence in decision making. Couples in which both husband and wife work, are more likely to share decisions about major purchases and child rearing. In addition the financial resources brought by the wife’s job enhances the family’s living standard and social class position.

Working women’s position in family as well as among relatives has palpably become elevated owing to employment. They are not now considered as non-entity. From the state of parasitic existence, they emerged as individuals, socially useful and economically important. It has been noted that their opinions and views are sought for, and given due weightage in sorting out problems of the family be it nuclear or large joint family. Being involved in extra domestic activities their range of abilities has been
increased by the help of which they can tackle and solve problems of different kinds more efficiently now.

Tradition 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 gender-linked roles for women.

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

In the past, in India and most of the other societies, the role of men and women was highly crystallized and sharp division of labour was evident between the sexes. In such time, in India, women held a subservient position and the status of women was far from satisfactory. She was not given proper education and was married in early age.

Dube (1955) has categorically remarked that in the traditional system a wife had to obey her authoritarian and dominating husband. She had to regard him as her master and was required to serve him faithfully. The husband was superior and the wife was his subordinate.

Indra (1955) has expressed that woman had to spend the whole day in considering matters entirely related to the house, was particularly to be attentive to the needs and desires of her lord always subordinating her own comfort and convenience for him.

However, the 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 exigencies and economic compulsions. Beyond their traditional roles they are called upon to choose to assure several new roles also. Komarovsky (1953) feel that because women’s sphere of activity has increased it might lead to better quality of life for them.

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 along with 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 fields. One sees women doctors, teachers, clerks, social workers, welfare officers, engineers, typists, secretaries, receptionists and what not? Now women in India and other parts of the world are entering into the areas which were earlier male preserve, electronics, computers, management, business, aeronautical industries, priesthood, police army and many more. Men are, now willy-nilly prepared to accept them as equal.

More and more women are developing new outlook towards their employment and instead of regarding it as a mere instrument of earning money, they derive self satisfaction and fulfill their need for achievement and various socio-psychological needs and desires (Desai, 1963: Hate, 1969; Kapur, 1974, Srivastva 1972).

In spite of added role as a working woman, she is expected to carry out the role of traditional housewife and to do household chores before going to work or after returning from work. Mostly household chores remain her responsibility because they are essentially linked up with feminity.

The problem connected with dual roles for women may be viewed as those of burden of work, interpersonal relations within the family, and of role conflict. Gainful employment of wives is often viewed with a degree of ambivalence by husbands. 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 the child’s growth and behaviour. In the absence of the mother a child feels lonely, unwanted and this adversely affects not only his/her 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 stresses and strains of employed mother’s 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 the two: either mothers who have paid work outside home (working mothers) or full time mothers (non-working mothers).

**Working mothers**

Working mothers are those women who besides performing their domestic duties, work outside the 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, the husband alone cannot deliver the requirement of the family. So woman has to shoulder the responsibility of her husband so that they 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 working mothers, therefore, can afford less time for their children as compared to non-working mothers.
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Non-working Mothers

Non-working mothers are those women who remain confined to the domestic sphere and manage all the household chores including child rearing. To be good homemakers, such mothers need to be proficient in domestic chores. House keeping and bringing up children are their first priorities and full time job.

1.7.0 RATIONALE OF THE STUDY

India is presently passing through a crucial period of social change as never before. Old social order is being challenged by the new modes of life. In the wake of rapid social changes in various spheres of Indian society, the role and position of women is undergoing a change at a phenomenal pace. Women are taking up non-traditional roles and are developing a new outlook of life. Many women have become more conscious of their own identity and status. Modern women know their self and they are developing self reliance and self esteem through taking up jobs in various spheres.

The vital problem of employed women starts after the ringing of marriage bells. The days of free and relaxed life become a dream only because they have to pay attention to so many aspects. They become mere a shuttle cock between their domestic duties and official duties, and cannot pay proper attention to their children due to lack of time and tension of job. They have to leave their children in order to attend social functions and their official duties. They make the best use of their time and attend so many duties along with the care of their children. But in spite of their best intentions usually children have to bear the wrath of mother’s busy life, which certainly affects the proper development of mental capacities and adjustment in different areas of activities.

Now when the role of women is changing world over but particularly in India both within and outside the family, questions have been raised regarding the impact of the working status of mothers on children, especially adolescents and the various aspects of their lives. Some of these have been taken up for the 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 adolescents.

Adolescence is the most important and critical period of individuals life with which parents have to deal especially mothers. Investigator himself has as a lecturer come across students of working and non-working mothers. Sometimes he feels that children of working mothers are better in academic achievement, values and adjustment than those of the children of non-working mothers and sometimes finds contrary and vice versa and sometimes he feels there is no difference. So investigator feels that this study of his will be helpful in providing factual information on whether the children of working mothers show any differences in their academic achievement, values and adjustment from children of non-working mothers or not.

The Investigator feels that the findings of the present study will enable us to locate those potential areas in which educational programmes for parents can be organized. In our country no educational programmes are available for parents on how children should be brought up. Hence results from the present study shall be very important as they would enable us to devise packages, modules and training programmes for parents with different characteristics.

The findings will enable teachers to develop insights into the type of parent child relations at adolescent levels about which, the existing body of knowledge is scanty. This will help the teachers to predict objectively, the causes of maladjustment and poorer achievement among adolescents. After knowing the causative factors remedial measures to improve upon them can be undertaken. Thus present work will be an endeavour in this respect.

Also findings of the present research will be helpful for future research because the problem has to be studied across space and time being.

Lastly no systematic study has been conducted so far on academic achievement, values and adjustment of secondary school students in relation to working status of mothers to the best knowledge of the researcher. The present study is an attempt in this direction.
1.8.0. STATEMENT OF THE PROBLEM

The problem at hand is stated as follows.

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

1.9.0 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.

1.10.0 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 mothers who have paid work outside home (working mothers) or full time mothers (non-working mothers). 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.

1.11.0 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.
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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 mothers.
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.
To study the difference in the Social adjustment of boys and girls of working mothers.

To study the difference in the Social adjustment of boys and girls of non-working mothers.

To study the difference in the Educational adjustment of students of working and non-working mothers.

To study the difference in the Educational adjustment of boys and girls of working mother.

To study the difference in the Educational adjustment of boys and girls of non-working mothers.

To study the difference in the Total adjustment of students of working and non-working mothers.

To study the difference in the Total adjustment of boys and girls of working mothers

To study the difference in the Total adjustment of boys and girls of non-working mothers

1.12.0 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.
7. There exists no significant difference in the Economic value of students of working and non-working mothers.
8. There exists no significant difference in the Economic value of boys and girls of working mothers.
9. There exists no significant difference in the Economic value of boys and girls of non-working mothers.
10. There exists no significant difference in the Aesthetic value of students of working and non-working mothers.
11. There exists no significant difference in the Aesthetic value of boys and girls of working mothers.
12. There exists no significant difference in the Aesthetic value of boys and girls of non-working mothers.
13. There exists no significant difference in the Social value of students of working and non-working mothers.
14. There exists no significant difference in the Social value of boys and girls of working mothers
15. There exists no significant difference in the Social value of boys and girls of non-working mothers.
16. There exists no significant difference in the Political value of students of working and non-working mothers.
17. There exists no significant difference in the Political value of boys and girls of working mothers.
18. There exists no significant difference in the Political value of boys and girls of non-working mothers.
19. There exists no significant difference in the Religious value of students of working and non-working mothers.
20. There exists no significant difference in the Religious value of boys and girls of working mothers.
21. There exists no significant difference in the Religious value of boys and girls of non-working mothers.
22. 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.