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## A STUDY OF ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG THE CHILDREN OF EDUCATED WORKING AND EDUCATED NON-WORKING MOTHERS

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### INTRODUCTION

Parents play an important role in the life of their children. They shape their future. How children behave socially, performs academically, interact with their peers and develop their values is essentially influenced by the type of parenting provided to them. It is widely accepted fact that children needs full support from their parents if they are supposed to maximize their potentials. Parental involvement is a catch of all term, for many different activities including at home good parenting, helping with homework, talking to teachers, attending school functions also through talking part in school governance.

**Meril writes**, 'Family is an enduring association of parent and off spring whose primary functions are the socialization of a child the satisfaction of the members.'

Mother plays an important role in the life of the child; she is also called the first teacher of the child. The effects of a mother's employments appear to vary with the child's age, sex, race, ethnicity, family form and socio-economic status. Considerable research fusses on the age of the child when the mother enters workplace. An, 'underlying skepticism' lingers even today and impugns that 'Maternal employment even if the norm, is still not optimal.'

Surveys of public opinion reflect the nation's ambivalence about maternal employment. Over the years, research on maternal employment and children's achievement has been consistent only in producing mixed results.

### ROLE OF MOTHER

**According to Frobel**, 'Mother is the ideal teacher and the informal education given by family is most effective and natural.'

A child usually spends maximum time with his mother. It can therefore be said that she lays the foundation for a child's future development. Mother is the chief architect in shaping and reshaping the child's personality by adopting the proper child rearing practices primarily in the infancy and pre-childhood period. The most discussed view is that working mothers are not properly able tpo look after their children and hence are liable to be careless which results in the maladjustment of those children. A working mother has to define dual role at a time, one of employee and other of home maker, the effect of which canb be seen on the family altogether.

In psychology, adjustment is the behavioral process of balancing conflicting needs or needs against obstacles in the environment. Children tend to learn to adjust from their home and school. Mothers play an important and immanent role in shaping the personality of their children. Few researchers have revealed that working mothers are not able to look after their kids properly due to their conflicting roles.

### **OBJECTIVES OF THE PRESENT STUDY**

The objectives of the present study are-

- 1- To compare the adjustment level of the girls of educated working and educated non-working mothers.
- 2- To compare the adjustment level of the boys of educated working and educated non-working mothers.
- 3- To compare the adjustment level of the children of educated working mothers and educated non-working mothers.
- 4- To compare the academic achievement of the girls of educated working mothers and educated non-working mothers.
- 5- To compare the academic achievement of the boys of educated working mothers and educated non-working mothers.
- 6- To compare the academic achievement of the children of educated working mothers and educated non-working mothers.

### **HYPOTHESES OF THE PRESENT STUDY**

To study the above objectives, the following non directional hypotheses are formed-

- 1- There is no significant difference between the adjustment level of girls of educated working and educated non-working mothers.
- 2- There is no significant difference between the adjustment level of boys of educated working and educated non-working mothers.
- 3- There is no significant difference between the adjustment level of children of educated working and educated non-working mothers.
- 4- There is no significant difference between the academic achievement of girls of educated working and educated non-working mothers.
- 5- There is no significant difference between the academic achievement of boys of educated working and educated non-working mothers.
- 6- There is no significant difference between the academic achievement of children of educated working and educated non-working mothers.

### **RESEARCH METHODOLOGY**

The ex-post facto research method has been used. The present study is conducted on the 285 children studying in the English medium public schools. Out of which sample of 25 girls and 25 boys each of educated working mothers and educated non-working mothers are selected from the population.

### **TOOLS USED**

The following standardized tools is used to collect the data-

- 1- AISS an adjustment inventory for school students for measuring adjustment.

The inventory is designed by A.K.P. sinha and R.P.Singh which consisted of 60 items in three fields of adjustment: emotional, social and educational. The students with fewer problems shown good adjustment. The responses are cauterized into five. The coefficient of reliability of the tool is calculated by test-retest method, split half method and KR-20 Formula method which was calculated to be .95. IT is a self-administering inventory.

### **ACADEMIC ACHIEVEMENT**

For academic achievement the last two year's summative result of sample is considered. Their average is calculated.

### **ADMINISTRATION AND SCORING**

The tool is administered on the entire selected sample as per the guidelines of the manual of the inventor

## INTERPRETATION OF DATA AND DISCUSSION

**Table-1**

### COMPARISON OF ADJUSTMENT OF GIRLS OF EDUCATED WORKING MOTHERS AND EDUCATED NON-WORKING MOTHERS

	Mean	S.D	‘t’
Working mothers	19.57	4.42	<b>4.613**</b>
Non-working mothers	14.68	6.45	

In this table the obtained ‘t’ value is significant. It means two groups of the girls namely educated working mothers and non-working mothers differ significantly in their adjustment. Hence it can be safely said that girls of working mothers adjust more than their counterparts.

**Table-2**

### COMPARISON OF ADJUSTMENT OF BOYS OF EDUCATED WORKING MOTHERS AND EDUCATED NON-WORKING MOTHERS

	Mean	S.D	‘t’
Working mothers	14.37	4.495	<b>2.83*</b>
Non-working mothers	11.35	6.37	

In this table the obtained ‘t’ value is significant. It means two groups of the boys namely educated working mothers and non-working mothers differ significantly in their adjustment. Hence it can be safely said that boys of working mothers adjust can adjust more easily than their counterparts.

**Table-3**

### Comparison of adjustment of children of educated working mothers and educated non-working mothers

	Mean	S.D	‘t’
Working mothers	16.78	5.43	<b>7.54**</b>
Non-working mothers	13.07	6.47	

In this table the obtained ‘t’ value is significant. It shows that the children namely of working mothers adjust well in comparison to children of educated non-working mothers.

**Table-4**

### COMPARISON OF ACADEMIC ACHIEVEMENT OF GIRLS OF EDUCATED WORKING MOTHERS AND EDUCATED NON-WORKING MOTHERS

	Mean	S.D	‘t’
Working mothers	80.25	5.95	<b>1.23</b>
Non-working mothers	78.80	11.25	

In this table the obtained ‘t’ value is insignificant. It means academic achievement of the girls of both educated working mothers and non-working mothers does not differ significantly. There may be other factors that affect the academic achievement along with working status of the mother.

**Table-5****COMPARISON OF ACADEMIC ACHIEVEMENT OF BOYS OF EDUCATED WORKING MOTHERS AND EDUCATED NON-WORKING MOTHERS**

	Mean	S.D	't'
Working mothers	80.25	5.95	<b>1.23</b>
Non-working mothers	78.80	11.20	

In this table the obtained 't' value is insignificant. It means academic achievement of the boys of both educated working mothers and non-working mothers does not differ significantly. There may be other factors that affect the academic achievement along with working status of the mother.

**Table-5****COMPARISON OF ACADEMIC ACHIEVEMENT OF CHILDREN OF EDUCATED WORKING MOTHERS AND EDUCATED NON-WORKING MOTHERS**

	Mean	S.D	't'
Working mothers	78.84	6.88	<b>2.44*</b>
Non-working mothers	76.98	7.95	

In this table the obtained 't' value is insignificant. It means academic achievement of the girls of both educated working mothers and non-working mothers does not differ significantly. There may be other factors that affect the academic achievement along with working status of the mother.

**CONCLUSION**

On the basis we can say that the children of educated working mothers adjust comfortably to their social, emotional and educational areas as compared to the children of educated non-working mothers. This may be assigned to the reason that as mothers working outside need the co-operation of other family members of the family to successfully complete her duties of a home maker. This makes her children to adjust with their environment at home or outside. But as far as academic achievement is concerned working status of the mother does not affect it.

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