

A STUDY OF THE IMPACT OF MOTHER'S EMPLOYMENT ON THE ACADEMIC ACHIEVEMENT AND LEVEL OF ADJUSTMENT OF THE CHILDREN

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INTRODUCTION

Modern education is based on the worth of an individual. Our educational system consequently has a responsibility to provide education for each individual so that he might achieve member of the society. Education is the only process by which a country can go up the ladder of new success.

According to American Commission on Teacher Education (1974) "The quality of a nation depends upon the quality of its citizens and the quality of its citizen depends upon the quality of their education."

Education on one hand develops the full personality of an individual, making him intelligent, learned, Bold, courageous with good character, on the other hand it contributes to the growth and development of society in particular and nation at large. It can be had from formal and non formal system of education of all the creations of nature, human life is most valuable one. The infant is a helpless human being and he grows in the protective and caring environment of the family. He is not only unowner of the social customs and traditions but is also devoid of any aim and objectives. But as he grows older he is influenced by formal and informal agencies of education. Education is able to unstill in him a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part.

As garret contends, "Although admirable progress has been made in discovering and attempting to measure the factors which contribute to agree that these remains a unique unreasonable factor or perhaps many factors lost in the unpredictable intricacies of human personality."

The importance of mother to the healthy development of the child is elaborated in scriptures. It father is the sky for giving him protection; the mother is earth for being the nursery where he develops to evolve into a complete personality.

REVIEW OF RELATED LITERATURE

- **Grover (1979)** tried to find out the relationship between parental aspirations certain personality traits and school achievement of the child. He revealed that there was significant

difference between school achievement and personality traits of low a spraining parents and high aspiring parents.

- **Malhotra (1986)** was designed the study the relationship between intelligent socio economic status, anxiety, personality, adjustment and academic achievement of high school students. He included that there was a positive relationship between level of adjustment and academic achievement. In general the girl had a comparatively higher level of anxiety then the boys.
- **Mishra (1986)** was designed to study the influence of socio economic status on academic achievement of higher secondary students of rural and urban.
- He found that there was a positive relationship between socio economic status and academic achievement of the students and also a positive relationship between intelligence test score and academic achievement of the students.
- **Sharma (1987)** compared the academic achievement socio economic status intelligence and personality factors of satisfied and dissatisfied students. He selected 300 students as sample subject there students were selected from secondary schools. On the basis of the result of the study he concluded that satisfies and dissatisfied students differ significant on their academic achievement socio economic status and intelligence.
- **Arora (1988)** conducted a study on role of parent child relationship and teacher student relationship in the academic achievement of higher secondary school students of both sexes. She found that there is no significant relationship between educational achievement of students and parent child relationship that teacher student relationship and educational achievement of students were found to be significant.
- **Veeraraghan and Bhattacharya (1989)** tried to ascertain whether school achievement varies in terms of types.
- Tried to ascertain whether schools achievement motivation of students and effectiveness of teachers. They found that school achievement varied significantly in terms of the four types of schools with public and missionary schools having the highest achievement student's motivation had no relationship with school achievement.
- **Bhogayta (1989)** conducted a meal analysis of the result of the studies on the relation between the measure of locus of control and academic achievement. The study revealed that the mean correlation between locus of control and academic achievement from the sample of the studies was 0-251 which indicated that locus of control measures on an average accounted from 6.30% of variance in achievement.
- **Garg (1992)** attempted to examine family relation socio economic status intelligence and adjustment of the field students and to compare the failed and passed students on the above variable with respect to their sex and locality.
- She founds that the passed students were move intelligent accepted better by parent's better adjustment socially and failed students. The failed students were more avoided by their parents then the passed students.
- **Garg and Chaturvedi (1992)** attempts to measure the contribution of intelligence and socio economic status in determining academic achievement. They found that their apparel to be a liner relationship between intelligence and academic achievement which held good both for

rural and urban students academic achievement or academic performance is related to socio economic status and also has a liner correspondence, the mean academic score of rural students was lower than the mean academic score of urban students.

METHOD OF THE STUDY

There are various types of research methods such as historical, experimental, normative survey method, ex – post- facto method etc.

Researcher have used such research method which most suited to their study.

Considering the nature and objectives of the present study as well as the resources of the investigator descriptive survey method was used. In the present investigation all the stapes and characteristics have been followed which are essential for the descriptive survey method of investigation. The investigator studies the impact of mother's employment (Teachers and non teachers) on the academic achievement and level of adjustment of the children of secondary level.

POPULATION AND THE SAMPLE

POPULATION

All the children studying in IX and X class of public school (C.B.S.E. affiliated) of Delhi city whose mothers are working as teachers and non teachers working mothers had been the population of the study.

SAMPLE

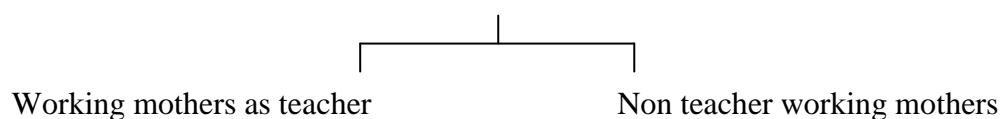
From the list of the schools situated in North East Distt. Of Delhi city five schools had been selected randomly,

For the selection the children purposive sampling technique has been used and children had been selected in two growths (1) working mothers as teacher (2) non teacher working mothers. After controlling intervening variable i.e. intelligence and help in studies to their children by mothers, equal no of (40) from both groups were selected randomly.

Thus random purposive sampling technique had been used to collect the sample.

RANDOM :- Selection of Schools

PURPOSIVE :- Selection of Children



RANDOM :- Selection of equal number of children in both groups.

Thus random purposive sampling technique had been used.

THE VARIABLE AND THEIR MANAGEMENT

Present study involves one independent variable i.e. mother's Employment (working mothers as teachers and non teacher working mothers) and two dependent variable i.e. academic achievement and adjustment.

VARIABLE	
INDEPENDENT VARIABLE	DEPENDENT VARIABLE
Working mothers as teacher and non teacher working mothers	A Academic achievement
	B Adjustment

INTERVENING VARIABLE

- a. Intelligence
- b. Help in studies to their child by mothers.

Thus two intervening variable effect academic achievement. To control the effect of intelligence, A intelligence test (verbal intelligence test by Ojha & Ray Choudhary) was applied and children of same range of I.Q. (91-110) were selected.

DATA GATHERING TOOLS

To major the above variables the following tools were used in the present study

S.no.	Variables	Tools Used
1.	Academic achievement	Marks obtained in previous class
2.	Adjustment	Adjustment inventory by V.K. Mittal

A detailed description of the tool is presented in the following section

ADJUSTMENT INVENTORY

The second dependent variable in the study is adjustment has been measured with the help of adjustment inventory of V.K. Mittal

DESCRIPTION OF THE TEST

Introduction: the inventory is intended for use with high school and college students ranging in age from II years to adulthood. It is suitable for both the sexes. The tool is chiefly meant for discriminating well adjusted students from poorly adjusted ones.

In all there are 80 items which are equally distributed amongst the four areas of adjustment. The respondents are required to record their responses in three categories, "yes" "?" or "no", the

inventory is non timed. In general students take 30 to 35 minutes in going through the instructions and recording their responses.

INSTRUCTIONS FOR SCORING

Scoring is simple. Every category of response is given a score maximum score to given on an item is 3. This is indicated by colored hole on the scoring stencil. Doubtful response is always to be scored 2 and the score on the rest of the items is 1. There are separate scoring stencils for each page area wise. Put the appropriate area key on the test sheet and see how many responses are encircled in colored punch of stencil count such responses for each page and multiply that number by 3. Then count encircled responses in “?” (Doubtful category) and multiply that number by 2. Then count the rest of the encircled responses. Add all the scores obtained for a particular area for all the pages. This will give you the area score record total area score, so obtained, on the cover page of the inventory, total the scores obtained for all the areas to get the over all adjustment scores.

1 Maximum possible score on the inventory =240

2 Minimum possible score = 80

RELIABILITY OF THE TEST

Split- half reliability is computed between the scores on odd and even items of the inventory as well as for scales separately.

The reliability of the inventory is reported below after making spearman brown correction.

	Reliability coefficient	N
Split half reliability	+ .94	95

The reliability coefficients for the four areas of the inventory are separately reported below

Area of adjustment	Corrected split	N
a) Home Adjustment	+ .64	95
b) Social Adjustment	+ .44	95
c) Health and Emotional Adjustment	+ .80	95
d) School Adjustment	+ .745	95

VALIDITY

The inventory has been validated with different indexes at different levels the findings are reported below:-

- (a) High school level (Males)
- (b) Only those items (with few exceptions)

Are included which passed the 20% criterion of increase or decrease from the upper criteria group to the lower group.

(ii) The inventory has been validated against two external criteria.

- (a) Teacher's rating of their pupils over all adjustment.
- (b) Parents ratings.

The obtained results are reported below

	Corrected Coefficient	N
1. Inventory scores and teachers rating	+0.68	75
2. Inventory scores and parents rating	+0.597	40
3. Home adjustment scores and parents rating	+0.693	40

DATA COLLECTION

The investigator made her best to collect most reliable and valid data, each student was given a test booklet. The investigator explains the tool. The tool was properly administered.

The adjustment test after being completed by the students was personally collected by the investigator. Doubts and queries raised by the students were removed and answered to their satisfaction. After ward, the students were scored exactly in accordance with the procedure described in the manual of test.

For the academic achievement the marks obtained by the students in their last examination was taken from their school record.

ORGANIZATION OF DATA

The data pertaining to adjustment and academic achievement of children of working women as teacher and non teacher working women, obtained as per the scoring procedure were transferred

to master sheet and kept confidential. And scores on academic achievement of both groups were taken and also transferred to master sheet.

Then it was subjected to statistical analyses.

STATISTICAL TECHNIQUES USED

The data obtained and organized on a master sheet was subjected to the test of significance i.e. "t" test

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The present chapter, analyses and result are reported so as to draw the inferences of the study. The analysis of data is presented in the tabular form. Attempts have been made in this chapter to present the analysis of drawn results and make their interpretation. The essential objectives underlying this study was to investigate whether the adjustment and academic achievement to the students of working mothers as teacher and non teacher working mother was different and to achieve these objectives the following hypotheses were formulated and state in null forms.

The scores are obtained from the test of adjustment and academic achievement administered on children of working women as teachers and non teacher working women.

As mentioned earlier the study has been designed to achieve the following objectives:-

1. To find out the difference if any between the academic achievement of children of working mother as teacher and non teacher working women.
2. To find out the difference if any between the level of adjustment of the children of working mother as teachers and non teacher working mothers.

To achieve these objectives two null hypothesis were formulated:-

1. There is no significant difference between the academic achievement of the children of working mothers as teacher and non teacher working mothers.
2. There is no significant difference between the level of adjustment of the children of working mothers as teacher and non teacher working mothers.

To test these hypothesis the data were collected on each variable and were analysis by using "t" test let us take each hypothesis one by one.

HYPOTHESIS I

That there is no significant difference between the academic achievement of the students of working mothers as teacher and non teacher working mothers.

Table 1

Groups	No	M	σ	Obtained t value	Level of significance	Table value
Working mother as teacher	40	68	12.87	0.69	0.01	2.71
Non teacher working mothers	40	66	13		0.05	2.02

INTERPRETATION OF RESULT

HYPOTHESIS I

Hypothesis II stated that there is no significant difference between the academic achievement of the students of working mothers as teacher and non teacher working mothers. The objective of this hypothesis was to compare the academic achievement of the students of working mothers as teacher and non teacher working mothers. The obtained value of "t" is 0.69 which is less than value of "t" which is 2.71 at 0.01 level and 2.02 at 0.05 level. Hence the null hypothesis was accepted.

CONCLUSION

It was concluded that there is no significant difference between the academic achievement of the children of working mothers as teacher and non teacher working mothers.

HYPOTHESIS II

That there is no significant difference in the adjustment of children of working mothers as teacher and non teacher working mothers.

Table 2

Groups	No	M	σ	Obtained t value	Level of significance	Table value
Working mothers as teachers	40	188	24.58	1.658	0.01	2.71
Non teacher working mothers	40	178	29.17		0.05	2.02

INTERPRETATION OF RESULT:-

Hypothesis 1 stated that there is no significant difference in the adjustment of children of working mothers as teacher and non teacher working mothers the objective of this hypothesis was to compare the level of the adjustment of children of W.M.tr and N.Tr.WM. The obtained value of “t” is 1.66 which is less than value of “t” which is 2.02 at 0.05 level and 2.71 at 0.01 levels. Hence the null hypothesis was accepted.

CONCLUSION

It was concluded that there is no significant difference between the level of adjustment of the children of working mothers as teacher and non teacher working mothers.

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