



MOTHER'S WORKING STATUS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Manju Gera (USOL), Ph.D. Assistant Professor, Panjab University Chandigarh.

Ms. Bandana Kumari, (Research Scholar), Panjab University Chandigarh.

Abstract

The study was designed to compare the impact of working status of mothers on academic achievement of Secondary School Students (12-16). A sample of 100 secondary school students were drawn from three schools of Hoshiarpur namely Gyan Niketan Public School, Chaudhary Balbir Singh Public School, Play way Public School. Selected children were studying in 8th class. All children were divided into four groups, boys of working mothers, girls of working mothers, boys of non-working mothers and girls of non-working mothers. Each group comprises of 25 children. Using self-structured questionnaire assessed the phenomenon of academic achievement among Secondary School Students. Results revealed that there was a significant difference in academic achievement of children of working and non-working mothers. Significant difference in academic achievement of boys and girls of working mothers was also found. There were significant differences in academic achievement of boys and girls of non-working mothers. Academic achievements of boys of working and non-working mothers also showed same trends. Likeness to mother was highest in girl's group of working mothers. Democratic parenting has been found practiced highest in girl's group of working mothers.



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INTRODUCTION: Last half century is marked for the women empowerment and due to which women participation in work place is also increasing. Now women are working everywhere,

whether it is in faculties of engineering, commerce, management or marketing, women are in every field and successfully challenging their male counterparts. Of these working women, two of every five are mothers of school age children. As children are mostly in touch with their mothers, their activities, behavior and attitudes have great impact on their achievement in every field. Academic achievement is the performance of a learner after a course of instruction and it is measured in terms of marks or grads obtained in a given area of knowledge. School examination in one way measures the degree of achievement. Achievement brings personal satisfaction as well as social recognition. That is why achievement, whether in sport, schoolwork or social activities become such a strong interest as secondary school students progresses, which is an age of finding the self. G. Stanley hall was the first to draw a vivid and striking picture of this stage of life with all its specific characteristics, gradations and peculiarities. He cited the definition of the term from the dictionary as secondary School Students attitudes towards education are highly influenced by parental attitudes –whether parents consider education as stepping stone to upward social mobility or only a necessity because it is required by law. Parents are also the models for children. Warm, supportive parent child ties that permit young people to explore ideas and social roles foster child autonomy predicting high self reliance, work orientation, academic competence and self esteem (Allen, Hauser, Bell and O’ connor, 1994 ;).A child’s academic progress depends not just on activities that take place in classrooms. It is also promoted by parental involvement in school life and the extent to which academic learning is carried over into the home (Connors and Epstein, 1996). Vamadevappa (2005) studied the impact of parental involvement on Academic achievement of higher primary students. His finds reveal that girls are better than boys in their academic achievement. Saini (2005) expressed that academic achievement of children of working mothers were much better than the adolescent children of non-working mothers'. Murugan (2009) studied the parental involvement and academic achievement of secondary school students. Their findings reveal that boys and girls do not differ significantly in their parental support involvement and academic achievment. Chandravathana (2009) found that the children of non-working mothers showed better performance in their academic achievement than children of working mothers. Bushra Lqbal Chohan and Rehana Masrur Khan (2010) found that parent's contribution to their children's education has a consistent effect on academic achievement and on the self concept

The present study is focused on the role of mother in secondary school student's academic achievement. Academic achievement was assessed through their school records of previous two classes. The study also revealed the child rearing practice of mothers of secondary school students.

HYPOTHESES

1. There is significant difference in academic achievement of children of working and non-working mothers.
2. There is significant difference in academic achievement of boys and girls of working mothers.
3. There is significant difference in academic achievement of boys and girls of non-working mothers.
4. There is significant difference in academic achievement of boys of working and non-working mothers.
5. There is significant difference in academic achievement of girls of working and non-working mothers.

Method

Sample

Data was collected on a sample of 100 secondary school students who were the student of 8th grade. Fifty students belonged to dual earner families (working mothers) and fifty students belonged to single earner families (non-working mothers). These two groups were further divided into a group of girls (25) and a group of boys (25). The secondary school students were selected from three schools of a Hoshiarpur, namely Gyan Niketan Public School, Chaudhary Balbir Singh Public School, Play way Public School.

Tools:

A self-structured test in the form of questionnaire was used to conduct the study, which was filled by the secondary school students.

Data Analysis:

The data thus collected was consolidated and statistically analysed by using percentage, means and standard deviations. Non-parametric technique of significance 't test' was applied to see the significance of difference in relation to their mother's working status.

HYPOTHESES - I

There is significant difference in academic achievement of children of working and non-working mothers.

Table-1: Mean, S.D. and t values in relation to academic achievement of children of working and non non-working mothers.

Group	Total No	Mean	S.D.	t value
Secondary School Students (working mothers)	50	74.9	9.28	5.26(significant)
Secondary School Students(non-working mothers)	50	72.85	9.57	

Table I shows the scores of academic achievement of secondary school students (working mothers) are 74.9 and S.D. is 9.28 and academic achievement of secondary school students (non-working mothers) are 72.85 and S.D. is 9.57. The calculated t value of two groups 5.26 which is more than the table values 1.96 at 0.05 level of confidence. This indicates that there is significant difference in academic achievement of children of working and non-working mothers.

HYPOTHESES - II

There is significant difference in academic achievement of boys and girls of working mothers.

Table 2: Mean, S.D. and t values in relation to academic achievement of boys and girls of working mother's group

Boys	25	69.2	8.92	19.66(significant)
Girls	25	80.6	4.89	

Table 2 shows the scores of academic achievement of secondary school students of working mothers (boys are 69.2 and S.D. is 8.92 and academic achievement of secondary school students working mothers (girls are 80.6 and S.D. is 4.89. The calculated t value of two groups 19.66 which is more than the table values 1.96 at 0.05 level of confidence. This indicates that there is significant difference in academic achievement of boys and girls of working mothers.

HYPOTHESES - III

There is significant difference in academic achievement of boys and girls of non-working mothers.

Table 3: Mean, S.D. and t values in relation to academic achievement of boys and girls of non-working mothers.

Boys	25	67.3	8.46	17.54(significant)
Girls	25	78.4	7.6	

Table 3 shows the scores of academic achievement of secondary school students of non working mothers (boys are 67.3 and S.D. is 8.46 and academic achievement of secondary school students non-working mothers (girls are 78.4 and S.D. is 7.6. The calculated t value of two groups 17.54 which is more than the table values 1.96 at 0.05 level of confidence. This indicates that there is significant difference in academic achievement of boys and girls of non-working mothers.

HYPOTHESES - IV

There is significant difference in academic achievement of boys of working and non-working mothers.

Table 4: Mean, S.D. and t values in relation to academic achievement of boys of working and non-working mothers.

Working mothers	25	69.2	8.92	2.71(significant)
Non-Working mothers	25	67.3	8.46	

Table 4 shows the scores of academic achievement of boys of working mothers are 69.2 and S.D. is 8.92 and academic achievement of boys of non-working mothers are 67.3 and S.D. is 8.46. The calculated t value of two groups 2.71 which is more than the table values 1.96 at 0.05 level of confidence. This indicates that there is significant difference in academic achievement of boys of working and non-working mothers.

HYPOTHESES – V

There is significant difference in academic achievement of girls of working and non-working mothers.

Table 5: Mean, S.D. and t values in relation to academic achievement of girls of working and non-working mothers

Working mothers	25	80.6	4.89	4.23(significant)
Non-Working mothers	25	78.4	7.6	

Table 5 shows the scores of academic achievement of girls of working mothers are 80.6 and S.D. is 4.89 and academic achievement of girls of non-working mothers are 78.4 and S.D. is 7.6. The calculated t value of two groups 4.23 which is more than the table values 1.96 at 0.05 level of

confidence. This indicates that there is significant difference in academic achievement of girls of working and non-working mothers.

RESULTS AND DISCUSSION

Descriptive analysis of the data as given in table-1 revealed that there is great impact of mother's working status on academic achievement of secondary school students. Academic achievement was highest among girls of working mothers (I group) and lowest among boys of non-working mothers (IV group) Girls of working mothers were more willing to stay at home at free time and likeness of mother was also highest in this group response of secondary school students showed that mothers of only 52% boys practice authoritative parenting in non-working mothers group. This group showed lowest mean scores of academic achievement on contrary to the I group in which 85% mothers practice authoritative parenting. Gender differences were significant in favour of girls of working mothers. It may be due to the fact that children of mothers who enjoy their work and remain committed to parenting show very favorable adjustment, a higher sense of self esteem, more positive family and peer relations, less gender stereotyped beliefs and better grades in schools. The study is also in support of the studies done by Gottfried, Gottfried, Bathurst and Killian, (1999); they said that employed mothers who value their parenting rule are more likely to use authoritative child rearing and co-regulation granting their child independence with oversight. Also children in dual earner household devote more daily hours to do home work under parental guidance and participate more in household chores. This can be seen in the present study, in figure 1 (willingness to stay at home at free time), which is highest amongst the girl's group of working mothers. The research finding of Douvan (1976) also support the finding of the present study.

Therefore good achievement of girls of working mothers may be attributed to the reason that professional women emphasize discipline and independence more than non working women, they have more rules, expect more from their children. Therefore it can be said that mothers are the central characters in the drama of development and their working status has a great affect on academic achievement of secondary schools students.

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