

Maternal Employment and Academic Achievement of Adolescent Students

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ABSTRACT

The main purpose of the present investigation was to study the academic achievement of adolescent students of working and non-working mothers. Further the study compared assigned groups (on the basis of gender & maternal status) of adolescent students of working and non-working mothers on the measures of academic achievement. The sample of the study consisted of 100 higher secondary school adolescents (25 male students working mothers, 25 female students of working mothers, 25 male students of non-working mothers & 25 female students of non-working mothers) of the age group 16 to 18 years belonging to different localities selected randomly from different educational institutions of district Pulwama, Jammu & Kashmir. Data was collected by using Personal Information Sheet developed by the researcher to elicit information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educated/uneducated etc. Marks obtained in the last qualifying examination served as an index of academic achievement. The data so collected was analyzed statistically by employing Z score, mean, SD and t-test. The findings of the study revealed (i) no significant difference in academic achievement between adolescent students of working and non-working mothers. (ii) Female students of working mothers possess higher academic achievement than other three groups (male students of working mothers, male students of non-working mothers and female students of non-working mothers). Maternal employment does not have negative influence on adolescent student's academic achievement.

Keywords: Maternal Employment, Academic Achievement, Adolescent Students.

Introduction

Industrialization followed by westernization resulted in global change in the outlook of the people. To have comfortable and luxurious life resulted in demand for more pay packets and single man are not thereby able to meet the increased demands, lead to women also come out as a paid worker and earner. Working mother is not a new addition to the Indian sense. Women in the lower strata of the society have been working since long in factories or as unskilled labour. By coming out of their homes as a gainful employment, women have broken their

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traditional notion that men was provider on he would hunt and bring home the food, and women as the nurturer would stay at home and take care of the husband and the children but all that has changed now. Men are not taking up the house husband's role with resentment or lack of option but this is a mature and well thought decision taken by them.

Women employment rate has increased very rapidly over the last several years. Entry of women in the field salaried jobs was a result of number of factor such as economic needs, spread of education among women, social and national reform movements attracted the attention of the people towards women empowerment, search of identity, freedom to women all over the world by recognizing equality as a fundamental right irrespective of sex, race etc. The education of women is not imperative for the benefit for the women only but uplift of the society also. Today women from all corners started working in government, semi government or private salaried jobs.

The double responsibilities of the today's working mother have left her with comparatively lesser time with her children. The unattended children do not get proper directions to channelize their potentialities. A large number of delinquents, dropouts, runaways etc come from disturbed or neglected family backgrounds. The personality traits like discipline, sincerity, punctuality, emotional strength etc are laid in the unconscious mind of the child itself and are engraved there permanently. The tension due to the work stress at workplace is carried along with the home and dumped at the helpless and innocent children. The children feel themselves refugee at their homes.

This is the pathetic aspect of working mother but there is another side of the coin also which is much pleasant and progressive. An educated working mother contact circle is larger than the educated non-working mother. Besides the four walls of the house and the limited number of relatives in case of non-working mother, working mothers come in direct or indirect contact with wide range of information, personalities, professionals etc around the world. A working mother thus may be found more capable to tackle the teenage turmoil of her children than a non-working mother who is not much aware of the progressively changing outside world. A working mother may be more capable of providing educational, social, vocational and emotional guidance to her children.

Educationists, psychologists and sociologists got interested in the field of children of working and non-working mothers, to find out the problems and benefits. Dyahadroy (2007) states maternal employment may not have any distinct negative impact on preschool children's intellectual development. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as serve as what occurs if the mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Children of working mothers do not suffer any differently from anxiety, antisocial behavior or stress related problems than those of non-working mothers, had fewer stereotyped gender-role attitudes and felt their mothers are more competent. Children of working

mothers were also found to have a feeling of that they had control over their environment (Gershaw, 1988). The working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980). Maternal employment did not influence the need for achievement motivation (Vaidya, 2000). Children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression (Antony, 1999). Children of working mothers exhibited significantly more ego dominance than children of non-working mothers (Khattar, 1990). They are less excitable, more disciplined, more assertive and more independent than the children of non-working women (Taori, 1986). The children of non-working were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected (Sharma, R.A., 1986). Study conducted by Singh (1996) found that subjects of working groups of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending. Panda et al (1995) also reported that working mother's daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers. Work usually adds meaning to life this is especially true for women who enjoy their work. If a working mother is happy with her job to provide her child daily needs they may perform as a parent as well or better than a non-working mother.

As against to the above studies, some investigators found negative impact of maternal employment on children. Hoffman (1961) found that children of working mothers have lower intellectual performance than a matched group of children whose does not work. Study conducted by Taori (1986) reported that children of working women are less intelligent. Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so (Essortment, 2002). Nye (1959) reported that there are significant more delinquent children in intact families in which the mother is employed than in intact families in which the mother is at home. The difference between the two groups decreases when the size of the family, socio-economic status, urban rural residence and sex of the adolescent were controlled by sub-sampling. Social adjustment of daughters of non-working mother's was higher than that of son's of working mothers (Pandya, 1996). Daughters of working mothers exhibited more frustration as compared to the daughter of non-working mothers (Mallik and Katyal, 1993). Psychosocial development of the daughter's of employed mother is lower than that of the daughters of non-employed mothers (Dyahadroy, 2007). Investigators got interested in the field of children of working and non-working mothers. Few studies were conducted on psychological variables which revealed that mother's employment is positively and negatively related with their children. Very few studies were conducted by taking into account the effect of maternal employment on the development of children's academic achievement. Therefore, the present investigator

makes a humble attempt to study the academic achievement of the adolescent students of working and non-working mothers.

Thus the aim of the present study is to compare the academic achievement of adolescent students of working and non-working mothers. Further the study compare assigned groups (on the basis of gender & maternal status) of adolescent students of working and non-working mothers on the measures of academic achievement. It is hypothesized that:

1. There is no significant difference in academic achievement between adolescent students of working and non-working mothers.
2. There is no significant difference in academic achievement between male students of working and non-working mothers.
3. There is no significant difference in academic achievement between female students of working and non-working mothers.
4. There is no significant difference in academic achievement between male and female students of working mothers.
5. There is no significant difference in academic achievement between male and female students of non-working mothers.

Operational Definitions of Terms

- **Working Mothers:** refers to women, having children, who works outside the home as an employee for 6 or more than 6 hours per day, where as
- **Non-working mothers:** refer to women having children who are not in workforce and works only as a housewife.
- **Academic Achievement:** Academic Achievement is defined as the level of academic performance with performance being evaluated using examination results. In this study, the previous year marks certificates of the students of class 10th would serve as the academic achievement.

Methodology

Sample of the present study consisted of 100 (25 male students working mothers, 25 female students of working mothers, 25 male students of non-working mothers & 25 female students of non-working mothers) respondents of working and non-working mothers of the age group 16 to 18 years, studying in XI class of Higher Secondary Schools of District Pulwama, Jammu and Kashmir, which were affiliated to Jammu and Kashmir State Board of School Education (JKSBOSE), all the elements in the population were included irrespective of their cast, creed, religion and family type. The selective sample of male and female students of working and non working mothers from the total cluster of students studying in XI class at Higher Secondary Schools between 16 to 18 years of age were selected by using stratified random sampling.

Tools

The following tools were used to measure the variables of the study.

- The self constructed Personal Information Sheet comprises of twenty items helped in eliciting information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educated/uneducated was used.
- The investigator for the purpose of the study obtained X class (last qualifying examination) marks of the subjects from their school records. Marks obtained in the last qualifying examination converted into the standard score were taken as the index of academic achievement.

Procedure

Descriptive survey method of research was employed for the present study. The tools employed in the study were administered on the higher secondary school students of the age group 16 to 18 years. The data for the present research was collected personally by the investigator from different schools included in the sample. The principals of the respective schools were requested for permission to collect data. The tests were administered within a week in each school.

Analysis of Data

Data was analyzed using statistical techniques like mean, SD and t-ratio.

Results and Discussion

Table 1: Comparison of Adolescent Students of Working (WM) and Nonworking Mothers (NWM) on the Variable of Academic Achievement

Variable	Groups	No.	Mean	SD	Std. Error Mean	df	t
Academic Achievement	Adolescent students of Working Mothers	50	0.17	0.91	0.12	98	1.72
	Adolescent students of Non- Working Mothers	50	-0.17	1.06	0.15		

The table 1 depicts the comparison of mean scores of the subjects having working mothers (WM) and non-working mothers (NWM) on the measure of academic achievement. The mean scores of working mothers group and non-working mothers group on the measure of academic achievement are found 0.17 and -0.17. The values of SD are calculated to be 0.91 and 1.06 for the working and non-working

mothers group respectively. When the two means put to 't' test for knowing the significance of difference between them. The value of 't' 1.72 which is insignificant even at 0.05 level of confidence. The results, thus clearly shows that there is insignificant difference between the above mentioned groups. They are almost similar on the measure of academic achievement. The finding of the present study is in consonance with the findings of study conducted by McIntosh (2006); Horwod & Ferguson (2000); Akhani et al (1999); Taori (1986); Ramachandran (1981); Nelson (1971) revealed that maternal employment does not determine the children's academic achievement, also reported that no significant difference in scholastic achievement among the children of working and non-working mothers. But the findings of Tomar & Daka (2010); Sridevi & Beena (2008); Batsari & Makri (2003); Goswami (2000); Pandya (1996); Budhdev (1999); jain Maradula (1990) contradicts with the present one. Thus the hypotheses 1, i.e., "There is no significant difference in academic achievement between adolescent students of working and non-working mothers" is accepted.

Table 2: Comparisons of Various Groups of Adolescent Students of WM and NWM on the Variable of Academic achievement

Variable	Groups	No.	Mean	SD	df	t-value
Academic achievement	Male Students of Working Mothers	25	-0.10	0.82	48	0.43
	Male Students of Non- Working Mothers	25	-0.21	0.99		
	Female Students of Working Mothers	25	0.44	0.93	48	1.93*
	Female Students of Non-Working Mothers	25	-0.12	1.14		
	Male Students of Working Mothers	25	-0.10	0.82	48	2.19*
	Female Students of Working Mothers	25	0.44	0.93		
	Male Students of Non-Working Mothers	25	-0.21	0.99	48	0.28
	Female Students of Non-Working Mothers	25	-0.12	1.14		

*Significant at 0.05 Level

A glance of the above table 2 depicts that there is insignificant difference between the male students of working and non-working mothers on the measure of academic achievement, as the obtained t-value (0.43) is insignificant even at 0.05 level of confidence. It is therefore, concluded that male students of working and non-working mothers are similar on the measure academic achievement. Hence, the hypothesis second is accepted.

To make the comparison between female students of working and non-working mothers on the measure of academic achievement, the investigator calculated the mean and SD scores of the both group as shown in table 2. When the 't' value was measured on these two means, it was found 1.93 which is significant at 0.05 level of confidence. Thus, it can be briefed that there is a significant difference between female students of working and non-working mothers in respect to academic achievement. The female students of working mothers are found to perform better than the female students of non-working mothers. . Hence the hypothesis third is rejected.

As can be seen from the table 2 the mean scores of male students of working mothers and female students of working mothers on the measure of academic achievement are -0.10 and 0.44 respectively and obtained SD values are 0.82 and 0.93. When the mean scores were put to 't' test for knowing the significance of difference, the obtained 't' value is found 2.19 which is significant at 0.05 level of confidence. It is therefore, concluded that female students of working mothers perform better than female students of non-working mothers on the measure of academic achievement. Hence the hypothesis forth is rejected.

As is evident from the above table, the male students of non-working and female students of non-working mothers are found to have -0.21 and -0.12 as their mean scores on the measure of academic achievement and their SDs are 0.99 and 1.14 respectively. Since the 't' value is 0.28, the difference between mean scores of two groups is insignificant. The result clearly depicts that male students of working and non-working mothers do not differ on the measure of academic achievement. It is also evident from the table 2 that the comparison between male student of working mothers and female students of non-working is insignificant as the obtained value (0.08) is below the level of significance. Hence the hypothesis fifth and sixth is accepted.

Summary of Findings

- Insignificant difference is found between the adolescent students of working and non-working mothers on the measure of academic achievement.
- Male students of working and non-working mothers are found similar on the measure of academic achievement.
- On the measure of academic achievement female students of working mothers are found to perform better than the female students of non-working mothers.
- Significant difference is found between the male and female students of working mothers on the measure of academic achievement.
- Male and female students of non-working are also found similar in respect to academic achievement.

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