

# ACADEMIC ACHIEVEMENT OF THE CHILDREN OF WORKING AND NON-WORKING MOTHERS

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## INTRODUCTION

"Mothers are the ideal teachers and the informal education given by home is most affective and natural". - Froebel.

In Indian literature mother is regarded as the first teacher of a man. It was Jija Bhai who had filled the spirit of Shivaji with feeling of valour. Jegadheesh Chandra Bose had got the insight of scientific invention from his mother's speech during his childhood.

A mother is a beloved entity remembered throughout one's life because of the quality and quantum of love that she gives to her child. Mothers are considered to be most important because they are consistently involved in care giving, managing and organizing children's social life. Modern psychology has given support and justification to a belief that the future happy development of children is dependent on the loving care of their mothers. This view that children need the permanent and stable devotion of one particular person with whom they can form a close attachment was borne out by practical experience. The intelligent sympathetic loving mother may be able to give her child a sense of emotional security which is not disturbed by the regular or even her irregular absences.

In addition to this role the employed mother is becoming an increasingly a significant addition to the familial and economic structure of Indian society. Maternal employment not only has positive effects on the economic plans but it may foster healthier psychological developments by offering a child a chance to explore a wider world, to relate to other adults, to socialize with peers at an early age and to do more things for himself/herself with less supervision, interference or restrictions. At the same time mother's employment can also have negative effects on children's achievements. Mothers who work full time often have less time to spend with their children, a condition that may lead to lower achievement and increase a behavioural problem at school.

Non-working mothers who have a sense of

satisfaction in their home making role and working mothers who enjoy their employment both show more positive relations with their children. Non-working mothers are almost at home the whole day and available to the children. Therefore they tend to provide more care and encourage all their activities. Mother-child relationship greatly affects the adjustment of children which is linked with their own performance. Here arises a question whether there is a difference between the children of Working and Non-working mothers in their performance. So there is a need to find an answer to this question. Hence this investigation has been undertaken.

## METHODOLOGY

Using Random Sampling technique, a total number of 400 samples out of whom 200 were boys and 200 girls were selected from nine schools located in rural and urban areas of Udumelpet.

The total selected for study was given a Questionnaire consisting of two parts - the first part dealt with personal details and the second part relating to academic achievement level, their home environment. Their responses were analysed statistically.

## ANALYSIS AND INTERPRETATION

TABLE I  
ACADEMIC ACHIEVEMENT OF THE CHILDREN OF WORKING AND NON-WORKING MOTHERS BELONGING TO RURAL AND URBAN AREAS

Area	Category	N	M	SD	't' value	Level of Significance
Rural	Children of Working Mothers	100	56.3020	19.1123	2.205	Significant at 0.05
	Children of Non-working Mothers	100	62.3900	17.3618		
Urban	Children of Working Mothers	100	62.3900	17.3618	0.527	Not Significant
	Children of Non-working Mothers	100	61.0000	19.8459		

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The above table shows that the 't' value calculated from the mean values of the children of working and non-working mothers in the rural area is significant at 0.05 level which clearly indicates that the children of non-working mothers belonging to rural area are better in their academic achievement. This is not the case with the children of working and non-working mothers in the urban area. This may be due to the awareness about the importance of education prevalent among the children of the urban area whether their mothers are employed or not.

**TABLE 2**

**ACADEMIC ACHIEVEMENT OF THE CHILDREN OF WORKING AND NON-WORKING MOTHERS STUDYING IN GOVERNMENT, AIDED AND MATRICULATION SCHOOLS**

Category	N	M	SD	Calculated 't' value	Level of Sign.
Children of working Mothers	68	54.7059	18.5078	1.243	NS
	68	50.6118	19.8854		
Children of Non-working Mothers	68	56.1235	17.1800	1.424	NS
	68	60.3147	17.1476		
Children of working Mothers	64	67.7000	17.1342	2.622	NS
	64	74.8938	17.7225		

From the above table, it is inferred that the children of working and non-working mothers studying in government schools did not differ significantly in their academic achievement. The same is the trend in the aided schools also. At the same time the 't' value calculated from the mean scores of the children of working and non-working mothers studying in Matriculation Schools in their academic achievement is found to be significant at 0.01 level which shows that the children of non-working mothers perform better than the children of the working mothers. This may be due to the attention paid by the non-working mothers to their wards.

**TABLE 3**  
**ACADEMIC ACHIEVEMENT OF THE CHILDREN OF WORKING AND NON-WORKING MOTHERS ON GENDER BASIS**

Category	Gender	M	SD	Calculated 't' value	Level of Sign.
Children of working mothers	Boys N=100	57.5820	18.4461	1.354	NS
	Girls N=100	61.1100	18.4089		
Children of non-working mothers	Boys N=100	58.7120	20.5946	2.144	S
	Girls N=100	64.6500	18.5147		

The above table shows at a glance that there is no significant difference between the boys and girls of the working mothers in their academic achievement whereas the female children of the non-working mothers show better performance than their counterparts.

**TABLE 4**

**EDUCATIONAL LEVEL OF THE WORKING MOTHERS AND THEIR CHILDREN'S ACADEMIC PERFORMANCE**

Educational Level of the Mothers	N	M	SD	Calculated 'F' Value	Level of Sign.
Primary level	40	56.5250	19.0468	3.611	Significant at 0.01 level
Secondary level	40	53.2450	17.3076		
High School level	44	59.7545	17.0037		
Higher Secondary level	24	58.000	19.2435		
Degree	35	63.0400	18.5487		
P.G./	17	73.5765	4.8778		
Professional					
Total	200	59.3460	18.4660		

It is inferred from the above table that the groups differed significantly at 0.01 level. The educational level of

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the working mothers has got a significant influence upon the academic achievement of the children. Further the mean scores indicate that the children of the working mothers with PG / professional qualification are found to have high scores followed by the children of the degree holders, high school level, higher secondary level, primary school level and secondary school level mothers.

**TABLE 5**  
**EDUCATIONAL LEVEL OF THE**  
**NON-WORKING MOTHERS AND THEIR**  
**CHILDREN'S ACADEMIC PERFORMANCE.**

Educational Level of the Mothers	N	M	SD	'F' Value	Level of Sign.
Primary level	30	52.8867	18.0202	3.715	Significant at 0.01 level
Secondary level	53	59.4302	18.6800		
High School level	60	60.3100	19.8628		
Higher Secondary level	33	67.9758	21.6586		
Degree	21	72.1429	15.2029		
P.G./ Professional	3	74.3333	14.6401		
Total	200	61.6810	19.7585		

The above statistical analysis shows that the groups differ significantly at 0.01 level. The mean scores indicate that the children of the non-working mothers with PG/ Professional qualification are found to have high scores followed by the children of the degree holders, higher secondary level, high school, secondary level and primary level mothers.

#### FINDINGS OF THE STUDY

1. The children of the non-working mothers showed a better performance than the children of the working mothers in the rural area.
2. In the urban area the children of the working and non-working mothers do not differ significantly in their academic achievement. They have performed more or less equally.
3. The children of the non-working mothers studying in Matriculation Schools performed better than the children of the working mothers.

4. The children of the working and non-working mothers studying in aided schools do not differ significantly. The same is the case with the children studying in government schools.

5. There is no significant difference between the academic achievements of the working mothers and male children of the working mothers and female children of the non-working mothers. The female children of the non-working mothers showed better performance than the male children.

6. The educational qualification of the working mothers has got a significant influence on the academic achievement of their children. The children of working and non-working mothers with Professional qualification are found to have

#### CONCLUSION

In the developmental context a mother is the central figure in the child's home environment. She performs a variety of familial and social roles. A major role is to acknowledge, accept and enjoy child care as an important aspect of their family role, as the quality of this relationship greatly affects the adjustment of the child which is linked with their all round performance.

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