



ADJUSTMENT OF CHILDREN IN RELATION TO WORKING STATUS OF THEIR MOTHERS

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Abstract: The objective of this research is to examine the difference of adjustment among the children of working and non-working mothers. Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh was administered on 300 male and females, randomly selected students from secondary schools of NCR region. The result of the study reveals that the children of working mothers are better on social, education and total adjustment than the children of non-working mothers.

Introduction:

The peace and prosperity live in that home where woman is in center. She has to spend the whole day in considering matters entirely related to the household (Indra, 1955). She is the one, who makes day-to-day decisions, guides the children as they grow up and helps them to meet the battle of life with courage and understandings. She must train them in a way that will make them move forward in life in the expected way. Almighty has bestowed her, with such a capacity and capability that she can provide a tune of life to the new generations. Desai (1975) believes that "the supreme goal of woman's life is not circumscribed to merely lovemaking, dutifulness to husband, child-bearing and domestic work, but in her life, she has, higher and a more serious objective.

Today women have entered in diverse fields, attained success and gained popularity. Education enhances women's capabilities in patriarchal social setting. It contributes to an increase in confidence, exposure to the household. Together, these capabilities education have an important impact on women's status, economic independence, increasing political awareness, participation in decision-making process and psychological strength. According' to Chandra (1997), empowerment means the manifestation of the redistribution of power that challenges patriarchal ideology and male dominance. Education enables women to become aware with her rights, have access to health services, more political involvement and their economic independence for person satisfaction and shouldering the responsibilities for the need and comfort of male members of the family and children.

No doubt mother is the primary caretaker of the child and spends most of her time with him but currently the high percentage of women is entering the work field. Their job requirements do not allow them to spend the whole day with their children. Hoing,(2002) reported that the earlier months of infancy known as the "symbiotic phase , the need for the mother is absolute". Reynolds, et al(2003) reveals that many mothers saw their work identity, work skills and their feelings about work as affecting their family relationship and home life in a positive way. Bowley (2004) found that the quality of interaction between the mother and child is more important than the amount of time spent together whether the mother is working full time or part time, both the group agreed that giving the child quality time is important. Santrock (2004) reveals that the children of working parents do not see their parents from time to time they leave for school in the morning until about 6 or 7 p.m., they are called 'latch key' children, because they are given key of their home while their parents are still at work. These children have negative latch key experience. Without limits and proper supervision, these children find their way in a trouble more easily, possibly stealing, vandalizing, or abusing a sibling.

Almani Abdul Sattar, (2012) find out that attachment between employed mothers and children is decreasing. Pandey and Singh (2008) revealed that the employed women felt more empowerment and were more superior on social, democratic, hedonistic and power values than unemployed women. Shamsad Husain (2002) found that anxiety level of working mothers' children was more in comparison to non-working mothers. A mother is important not only because she has special skills but because she is with her children for

a much time than anyone else and her instructions reflects a very strong influence on behaviour, abilities and attitude of her children. Pasqua (2012) reported that working mothers, with respect to non-working ones, tend to reduce the basic care time, but not quality care time devoted to their children. Singh (2006) found that effects of socio-emotional climate of the school and sex on the adjustment of students along with their interaction's effects. He also reported that boys are better than girls in their health adjustment.

Adhiambo, Odwar and Mildred(2011) revealed that girls and boys are same on school adjustment. Dar and Tali (2014) found that adolescents boys and girls have high adjustment problems in various areas like family, school, social and on personal front. Neha (2014) revealed that adjustment and self-concept has a profound effect on the overall behaviour of an individual whether male or female, the difference was found significant among the group on home, health, emotional and social adjustment area as well as self-concepts scores.

Children are the would-be citizen of the country who have an important role to play in leading the country on progressive path. It is the earnest duty of parents to turn children into healthy and noble citizens. The child is not only the future of a nation and its aspirations, but also its strength in reserve. Also, they happen to be a priceless asset of the human society at large. There is a great need to ensure harmonious development and growth of his personality in the most conducive environment with comfort, love, affection, balanced diet, clothing, shelter, medical care, opportunity for play, recreation, and education not only to learn method and competence but also to foster all round development in relation to his physical, mental, moral, and spiritual endeavor's. But little is known about adjustment of children of working and non-working mothers in NCR regions. Researcher wants to know whether adjustment of children of working mothers is really better than the children of non-working mothers.

Objectives of the Study:

The objectives of the Study are as follows:

1. To compare the adjustment between the children of working and non-working mother.
2. To compare the adjustment between the children of working and non-working mothers' gender wise.

Hypothesis of the Study:

1. There is no significant difference in children on adjustment of working and non-working mothers.
2. There is no significant difference in male children on adjustment of working and non-working mothers.
3. There is no significant difference in female children on adjustment of working and non-working.

Research Methodology: Descriptive survey method is used in the present.

Population of the study:

The researcher used stratified random sampling to collect the data. The researcher selected a sample of 300 children of Higher Secondary School of Ghaziabad District. Boys and Girls chosen on the basis of working and non-working status of their mother.

Tools Employed:

Adjustment Inventory for School Student by A.K. Sinha and Dr. R.P. Singh (AISS) is used for the present study.

Statistical Technique used in the study:

For, analysis and interpretation data, the researcher calculated Mean, S.D. and 't' ratio. This technique is the best suited technique to seek answer for the question.

Result Analysis and Findings:

To verify the hypothesis "There is no significant difference in children on adjustment of working and non-working mothers" the raw scores were tabulated in frequency form and mean S.D and 't' value was calculated.

Table – 1.1

Showing the statistical data of children on emotional adjustment belongs to working and non-working mothers

| | N | M | SD | 't' ratio | Significance |
|------------------------------|----------|----------|-----------|------------------|---------------------|
| Children Non-working mothers | 150 | 3.3 | 1.82 | 4.85 | Significant |
| Children of working mothers | 150 | 3.9 | 2.0 | | |

Table 1.1 shows that the mean score of children of non-working mother is 3.3(1.82) and children of working mothers are 3.9(2.0). The 't' ratio is 4.85, which is more than table value at 0.01 levels, i.e. 2.58. It shows that children of working mothers are well emotionally adjusted in comparison to their counterparts. Thus, the hypothesis, there is no significant difference in Emotional Adjustment of children belongs to working and non-working mothers, is rejected.

Table – 1.2

Showing the statistical data of children on social adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ration | Significance |
|------------------------------|----------|----------|-----------|-------------------|---------------------|
| Children Non-working mothers | 150 | 4.16 | 2.34 | 3.31 | Significant |
| Children of working mothers | 150 | 4.45 | 2.41 | | |

Table 1.2 reveals that the mean score of children of non-working mother is 4.16(2.34) and mean score of children of working mothers is 4.45(2.41). The 't' ratio is 3.31, which is more than table value at 0.01 levels, i.e. 2.58. So it shows that, the children of working mothers are socially well adjusted in comparison to children of non-working mothers. Hence the hypothesis “there is no significant difference in Social Adjustment of children belongs to working and non-working mothers” is rejected.

Table – 1.3

Showing the statistical data of children on educational adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ration | Significance |
|---------------------------------|----------|----------|-----------|-------------------|---------------------|
| Children of Non-working mothers | 150 | 3.89 | 2.74 | 3.35 | Significant |
| Children of working mothers | 150 | 4.30 | 2.61 | | |

Table 1.3 indicates that, the mean score of children of non-working mother is 3.89(2.74) and the mean score of children belongs to working mothers is 4.30(2.61). The 't' ratio is 3.35, which is more than table value at 0.01 levels, i.e. 2.58. It shows that the educational adjustment of children belongs to working mothers are better in comparison to children of non-working mothers. So, we can say that the hypothesis “there is no significant difference in Educational Adjustment of children belongs to working and non-working mothers”, rejected.

Table – 1.4

Showing the statistical data of children on total adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ration | Significance |
|------------------------------|----------|----------|-----------|-------------------|---------------------|
| Children Non-working mothers | 150 | 11.17 | 5.24 | 4.371 | Not Significant |
| Children of working mothers | 150 | 12.4 | 5.4 | | |

Table 1.4 clearly reveals that the mean score of children belongs to non-working mother is 11.17(5.24) and the mean score of children belongs to working mothers is 12.4(5.4). mean score goes in favour of working mothers. The 't' ratio is 4.371, which is more than table value at 0.01 levels, i.e. 2.58. this means that the children of working mothers are good in educational adjustment, in compare to children of non-working mothers. Thus the hypothesis i.e. there is no significant difference in Total Adjustment of children working and non-working mothers is rejected.

To verify the hypothesis “There is no significant difference in male children on adjustment of working and non-working mothers” the raw scores were tabulated in frequency form and mean S.D and ‘t’ value was calculated.

Table – 2.1

Showing the statistical data of male children on emotional adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ration | Significance |
|------------------------------|----------|----------|-----------|-------------------|---------------------|
| Males of Non-working mothers | 75 | 3.15 | 1.65 | 4.72 | Significant |
| Males of working mothers | 75 | 3.87 | 1.92 | | |

Table 2.1 clearly shows that the mean score of children belongs to non-working mother is 3.15(1.65) and the mean score of children belongs to working mothers is 3.87(1.92). mean score goes in favour of working mothers. The 't' ratio is 4.72, which is more than table value at 0.01 levels, i.e. 2.58. This means that the male children of working mothers are good in emotional adjustment, in compare to male children of non-working mothers. Thus the hypothesis i.e. there is no significant difference in emotional adjustment of male children of working and non-working mothers is rejected.

Table – 2.2

Showing the statistical data of male children on social adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|------------------------------|----------|----------|-----------|------------------|---------------------|
| Males of Non-working mothers | 75 | 3.5 | 1.75 | 3.71 | Not Significant |
| Males of working mothers | 75 | 4.1 | 2.55 | | |

Table 2.2 shows that the mean score 3.5(1.75) of male children belongs to non-working mother is lesser than the mean score 4.1(2.55) of male children belongs to working mothers. Mean score goes in favour

of working mothers. The 't' ratio is 3.71, which is more than table value at 0.01 levels, i.e. 2.58. this means that the male children of working mothers are good in social adjustment, in compare to male children of non-working mothers. Thus, the hypothesis “there is no significant difference in social adjustment of male children of working and non-working mothers” is rejected.

Table – 2.3

Showing the statistical data of male children on educational adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|------------------------------|----------|----------|-----------|------------------|---------------------|
| Males of Non-working mothers | 75 | 4.13 | 2.94 | 1.06 | Not Significant |
| Males of working mothers | 75 | 4.39 | 2.58 | | |

Table 2.3 shows that the mean score 4.13(2.94) of male children belongs to non-working mother is lesser than the mean score 4.39(2.58) of male children belongs to working mothers. Mean score goes in favour of working mothers. But the 't' ratio is 1.06, which is less than table value at 0.01 levels, i.e. 2.58. this means that the male children of non -working and working mothers are same on educational adjustment. Thus, the hypothesis “there is no significant difference in educational adjustment of male children of working and non-working mothers” is accepted.

Table – 2.4

Showing the statistical data of male children on Total adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|------------------------------|----------|----------|-----------|------------------|---------------------|
| Males of Non-working mothers | 75 | 11.4 | 1.75 | 3.165 | Not Significant |
| Males of working mothers | 75 | 12.6 | 5.4 | | |

Table 2.4 shows that the mean score 11.4(1.75) of male children belongs to non-working mother is lesser than the mean score 12.6(5.4) of male children belongs to working mothers. Mean score goes in favour of working mothers. The 't' ratio is 3.165, which is more than table value at 0.01 levels, i.e. 2.58. this means that the male children of working mothers are good in total adjustment, in compare to male children of non-working mothers. Thus, the hypothesis “there is no significant difference in total adjustment of male children of working and non-working mothers” is rejected.

To verify the hypothesis “There is no significant difference in female children on adjustment of working and non-working”, the raw scores were tabulated in frequency form and mean S.D and ‘t’ value was calculated.

Table – 3.1

Showing the statistical data of female children on emotional adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|--------------------------------|----------|----------|-----------|------------------|---------------------|
| Females of Non-working mothers | 75 | 2.32 | 1.95 | 3.71 | Significant |
| Females of working mothers | 75 | 2.56 | 2.01 | | |

Table 3.1 shows that the mean score 2.32(1.95) of female children belongs to non-working mother is lesser than the mean score 2.56(2.01) of female children belongs to working mothers. Mean score goes in favour of working mothers. The 't' ratio is 3.71, which is more than table value at 0.01 levels, i.e. 2.58. this means that the female children of working mothers are good on educational adjustment, in compare to female children of non- non-working mothers. Thus, the hypothesis “there is no significant difference in emotional adjustment of female children of working and non-working mothers” is rejected.

Table – 3.2

Showing the statistical data of female children on social adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|--------------------------------|----------|----------|-----------|------------------|---------------------|
| Females of Non-working mothers | 75 | 4.2 | 1.83 | 3.71 | Significant |
| Females of working mothers | 75 | 4.3 | 1.84 | | |

Table 3.2 shows that the mean score 4.2(1.83) of female children belongs to non-working mother is lesser than the mean score 4.3(1.84) of male children belongs to working mothers. Mean score goes in favour of working mothers. The 't' ratio is 3.71, which is more than table value at 0.01 levels, i.e. 2.58. this means that the female children of working mothers are good in social adjustment, in compare to female children of non-working mothers. Thus, the hypothesis “there is no significant difference in social adjustment of female children of working and non-working mothers” is rejected.

Table – 3.3

Showing the statistical data of female children on educational adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|--------------------------------|----------|----------|-----------|------------------|---------------------|
| Females of Non-working mothers | 75 | 3.45 | 2.26 | 3.84 | Significant |
| Females of working mothers | 75 | 4.26 | 2.43 | | |

Table 3.3 shows that the mean score 3.45(2.26) of female children belongs to non-working mother is lesser than the mean score 4.26(2.43) of female children belongs to working mothers. Mean score goes in favour of working mothers. The 't' ratio is 3.84, which is more than table value at 0.01 levels, i.e. 2.58. this means that the female children of working mothers are good in educational adjustment, in compare to female children of non-working mothers. Thus, the hypothesis “there is no significant difference in educational adjustment of female children of working and non-working mothers” is rejected.

Table – 3.4

Showing the statistical data of female children on Total adjustment belongs to working and non-working mothers

| | N | M | SD | 't' Ratio | Significance |
|--------------------------------|----|-------|------|-----------|-----------------|
| Females of Non-working mothers | 75 | 10.19 | 4.12 | 2.223 | Not Significant |
| Females of working mothers | 75 | 11.28 | 4.23 | | |

Table 3.4 shows that the mean score 10.19(4.12) of female children belongs to non-working mother is lesser than the mean score 11.28(4.23) of female children belongs to working mothers. Mean score goes in favour of working mothers. The 't' ratio is 2.223, which is less than table value at 0.01 levels, i.e. 2.58. this means that the female children of working mothers are equally adjusted in comparison to female children of non-working mothers. Thus, the hypothesis "there is no significant difference in total adjustment of female children of working and non-working mothers" is accepted.

Conclusion:

The researcher was consisted to study the adjustment of the children belongs working and non-working mothers. The result of the research reveals that

1. The children of working mothers are better on social, education and total adjustment than the children of non-working mothers.
2. The children of working mothers are well adjusted than the children of non-working mothers.
3. It has been found that the male children of working mothers are emotionally more mature and socially well-adjusted than male children of non-working mothers.
4. In the case of females, it has been found that there is no significant difference between female children of working and non working mothers.
5. It can say that the result of girls and boys based on sex difference sows that in adjustment there is no significant difference between boys and girls.

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