

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS

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INTRODUCTION

In the modern world the role of women goes much beyond the home and the bringing up of the children. She is now adopting a career of her own and sharing equally with man the responsibility for the development of society in all its aspects. As a result of these changes, the position and status of women in the society is taking a new shape. Emerging new women is breaking off the shackles of traditional concepts in the search for satisfactory outlets.

The emancipation of women, together with the ever increasing impact of advanced education and vocational training has led to a tremendous increase in the number of women working outside their homes. Their employment takes them outside their homes for the major part of the day. Women have found it increasingly satisfying to broaden their scope of occupation from housekeeping, child rearing function to role of an employee both for material gain and self satisfaction.

The working women are engaged in jobs outside their homes for the major part of the day. The prosaic housekeeping and child rearing functions that bound the women in four walls are rapidly giving way to the practical vocation for the women.

The reason for seeking employment outside home is primarily to raise financial status. This view point has been supported by **Siegel** and **Hans (1963)** in the following words. "Women in general have worked principally out of financial necessity."

However **Eyde** found that there were two other motives operating behind mother's working; they are motivation for achievement and motivation for adult sociability.

The employed woman has to fulfill both domestic as well as official demands. In order to maintain the family harmony, as a wife and a mother, and to make her professional work successful, she

tends to face a difficult situation. She may confront a crises of adjustment and may strive hard to do the house hold duties properly, as being engaged as an employee too. Therefore, a working women's mode of life, expectations and several demands, in relation to her time and person may be varied from those of a non working women, who is to cope up the domestic front only. An employed woman has to play dual role as an employee outside her home and as a wife and mother at home.

In spite of the dynamic changes, those are having significant impact on the general mass of women as a whole however there are some sections of women, who tend to be traditional and counted to limit themselves with household jobs only. The employed women cooperate with her husband, in supporting her family financially and on the other hand she may not be in a position to devote sufficient time physically and socially to look after the family members properly.

Hence, working and nonworking women may develop different temperamental attitudes and modes of behavior in relation to the environmental situations. In this difficult situation a working mother is liable to face a crisis of adjustment. Her employment influences family structure and family members. The amount of time devoted to the children by a working mother is bound to be less when compared to non working mother.

1.1 Statement of the Problem

In the present study an attempt has been made to make "a comparative study of academic achievement and self-concept of adolescents of working and non-working mothers."

1.2 Significance of the Study

By means of the investigation, academic achievement and self concept of adolescents whose mothers are working and whose mothers are non-working can be evaluated. Further a comparison of academic achievement and self

concept of children of both working and non-working mothers can be found out.

1.3 Need of the Present Study

Adolescence is the most important period in life and an important era in the total life span. During this period a number of physical and psychological changes occur in the child. In short it is vital period in one's life. A self concept would have formed through the early stage of a child. The stress and strain at the secondary level would lead to a heightened state of tension and frustration and would result in a large number of adjustment problems in general and those related to college in particular.

However, over and above facing the problem of adjustment the adolescent is looking forward to his adulthood and for his success in future life when he would settle in life. At this stage if mother is employed it affects the environment at home. When mother goes for work child assumes more household duties than otherwise which also affect the academic achievement. The studies of self concept and academic achievement show positive relationship between self concept and academic achievement.

Variables

Academic Achievement Self- Concept

Objectives of the Study

The objectives of the study are to find out:

1. The difference in the self-concept of adolescents whose mothers are working and non-working.
2. The difference in the academic achievement of adolescents whose mothers are working and non-working.
3. The relationship between academic achievement and self-concept of adolescents of working and non working mothers.
4. The difference due to sex in relation to academic achievement.
5. The difference due to sex in relation to self-concept.

Hypotheses

1. There is no significant difference in the self-concept of adolescents whose mothers are working and whose mothers are non-working.
2. There is no significant difference in the academic achievement of adolescents whose mothers are working and whose mothers are non-working.

3. There is no significant relationship between academic achievement and self concept of adolescents whose mothers are working and whose mothers are non-working.
4. There is no significant difference due to sex in relation to academic achievement.
5. There is no significant difference due to sex in relation to self-concept.

Delimitation of the Study

The present study is limited to –

1. The adolescents (boys & girls) studying in class XI in the Inter Colleges Moradabad District.
2. The academic achievement is limited to the marks obtained in high school examination.

METHODOLOGY AND PROCEDURE OF THE STUDY

Sample

The purpose of the study is to compare the self-concept and academic achievement of adolescents whose mothers are working and whose mothers are not- working.

To be able to have a representative sample of students of class XIth random sampling method was used

Tool The following tool was used-

R.K Saraswat's Self- Concept Questionnaire Academic Achievement

For academic achievement school records were consulted and the percentage obtained by the students in High School Examination conducted by IC.

Plan for Data Analysis

The following statistical procedure would be adopted for the analysis of the data in order to achieve the objectives of the present investigation.

1. Self-Concept

The data would be analyzed. The students would be graded as 'above average', 'average', and 'below average' in self-concept. Comparison between self-concept of students whose mothers are working and whose mothers are not working would be done.

2. Academic Achievement

The students of working and non-working mothers were graded as 'good', 'average', and 'poor' in academic achievement on the basis of the percentage obtained by them public examination of class Xth.

The means and S.D. of the students whose mothers are working and whose mothers are non-working would be calculated and C.R. would be found out to see whether there is significant difference between the academic achievement of the students of working and non-working mothers at different levels of self-concepts.

Findings Based on Objectives And Hypothesis

After the data were analyzed the score obtained were treated statistically. Percentage, mean, S.D. and Critical ratio were found out to see if the differences so obtained were significant.

1. The Results show that these is not much academic achievement of the adolescents whose mothers are working and whose mothers are non-working 9 (18%) of the adolescents of working mothers and 11 (22%) of the adolescents of non-working mothers had good academic achievement. 39 (78%) of adolescents of working mothers and 34 (68%) of adolescents of non-working mothers had average academic achievement. And 2 (4%) of the adolescents of working mothers and 5 (10%) of the adolescents of non-working mothers had poor academic achievement.

2. The result show there is in the academic achievement of the boys whose mothers are non-working out of 25 boys of working mothers, 5 i.e. 20% of the boys had good academic achievement. 19 i.e. 76% had average academic achievement and 1 i.e. 4% boys had poor academic achievement. Out of 25 boys whose mothers are non-working, 8 i.e. 32% of the boys had good academic achievement 14 i.e. 56% boys had average academic achievement and 3 i.e. 12% of the boys had poor academic achievement.

2. The results showed that there is not much difference in the percent of girls having good, average and poor academic achievement in case of girls whose mothers are working and whose mothers are non-working out of 25 girls whose mothers are working 4 i.e., 16% of girls had good academic achievement. 20 i.e. 80% girls had average academic achievement and 1 i.e. 4% of the girls had poor academic achievement. Out of 25 girls whose mothers are non-working 3 i.e. 12% of the girls had good academic. 20 i.e. 80% girls had average academic achievement and 2 i.e. 8% girls had poor academic achievement.

2. Result also show that there is difference in the self-concept of the adolescents of working mothers and non-working mothers at different levels of self- concept. 20 (40%) of the adolescents of working mothers and 14 (28%) of the adolescents of non-working had average self-concept. And 6 (12%) of the adolescents of working mothers and 9 (18%) of the adolescents of non-working had below average self-concept.

3. The results show that the self-concept of most of the boys whose mothers are working is above average and most of the boys whose mothers are non- working have average self-concept. Out of 25 boys whose mothers are working 10 (40%) of boys had above average self-concept, 12 (48%) of the boys had average self-concept and 3 (12%) of the boys had poor self-concept.

Out of 25 boys whose mothers are non-working 7 (28%) of the boys had above average self-concept, 14 (56%) of the boys had average self-concept and 4 (16%) of the boys had below average self-concept.

It was found that the self-concept of most of the girls whose mothers are working and non-working was average. Out of 25 girls whose mothers are working 10 (40%) of the girls had above average self-concept, 12 (48%) of the girls had average self-concept and 3 (12%) of the girls had below average self-concept. Out of 25 girls whose mothers are non-working 7 (28%) of the girls had above average self-concept, 13 (52%) of the girls had average self-concept and 5 (20%) of the girls had below average self-concept.

4. The results show that there is no significant difference in the academic achievement of the adolescents whose mothers are working and whose mothers are non-working at above average, average and below average levels of self-concept. But there is significant difference between the academic achievement of adolescents whose mothers are working and whose mothers are non-working at average self-concept level. The C.R. for the difference between the mean academic achievement of adolescents with above average self-concept whose mothers are working and whose mothers are non-working worked out to be 0.24 which is insignificant ($p > .05$) at df. 32. The C.R. for difference between mean academic achievement of adolescents having average self-concept, whose mothers are non-working worked out to be 2.04 which is significant ($p < .05$) at df 49. The mean academic achievement of the

adolescents having below average self-concept whose mothers are working and whose mothers are non-working out to be 0.20 which is again insignificant ($P > .5$) at df 13.

5. The results show that there is no significant difference between the academic achievements of boys whose are non-working at different levels of self-concept.

The C.R. for the difference between the academic achievements of the boys having above average self-concept whose mothers are working and whose mothers are non-working worked out to be 0.37 which is insignificant ($P > .05$) at df 15.

The C.R. for the difference between the academic achievement of the students having average self-concept worked out to be 1.16 which is also insignificant ($P > 0.5$) at df 24. The C.R. for the difference between the academic achievements of the boys having below average self-concept whose mothers are working and whose mothers are non-working, worked out to be 0.35 which is again insignificant ($P > .05$) at df 5.

6. There is no significant difference between the academic achievement percentage of girls whose mothers are working and whose mothers are non-working at difference levels of self-concept.

The C.R. for the difference between academic achievement of the girls having above average self-concept, whose mothers are working and whose mothers are non-working found out to be 0.07 which is insignificant ($P > .05$) at df 15. The C.R. for the difference between academic achievement of the girls having average self-concept whose mothers are working and non-working worked out to be 1.72 which is insignificant ($P > .05$) at df 23. The C.R. for the difference between the mean achievement of the girls having below average self-concept, whose mothers are working and whose mothers are non-working found out to be 0.23 which is again insignificant.

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