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CONTENTS

Name of the Author	Title of the Paper	Download
Dr. Archana & Dr. Pooja Singh	Feminine Sensibility Vs. Sexuality: A New Dimension	1201PDF
Dr. Akhilesh Kumar Dwivedi	Interrogating Representations of History: A Study of Mukul Kesavan's <i>Looking Through Glass</i>	1202 PDF
Dr. A.P. Pandey	Problems and Promises in Translating Poetry	1203 PDF
Dr. Ketan K. Gediya	Generation Divide among Diaspora in Jhumpa Lahiri's <i>Unaccustomed Earth</i>	1204 PDF
Dr. Nisha Dahiya	Patriotic Urge in Sarojini Naidu's Poetry	1205 PDF
Md. Irshad	Shashi Deshpande's <i>That Long Silence</i> : A Study of Assertion and Emotional Explosion	1206 PDF
Dr. Shanti Tejwani ICT	: As an Effective Tool for Teacher Trainees	1207 PDF
Dr. Manoj Kumar Jain	Differences in Stock Price Reaction to Bond Rating Changes: With Special Ref from India	1208 PDF
Maushmi Thombare	Bahinabai Chaudhari – A Multidimensional Poet	1209 PDF
Prof. Deepak K. Nagarkar	Death as Redemption in Arthur Miller's <i>Death of a Salesman</i>	1210 PDF
Dr. Vijaykumar A. Patil	Zora Neale Hurston's Theory of Folklore	1211 PDF
Dr. Jaiprakash N. Singh	Dalitonki Vyatha-Katha: Dalitkatha	1212 PDF
Raj Kumar Mishra	Traces of Hindu Eco-Ethics in the Poetry of A.K. Ramanujan	1213 PDF
Dr. Nidhi Srivastava	A Comparative Study of Values and Adjustment of Secondary School Students With and Without Working Mothers	1214 PDF
Sanjeev Kumar Vishwakarma	<i>Pinjar</i> : From Verbal to Audio-visual Transmutation	1215 PDF
Swati Rani Debnath	W.B. Yeats: Transition from Romanticism to	1216 PDF

	Modernism	
Sushil Sarkar	Environment and Woman: Reflections on Exploitation through Eco-Feminism in Mahasweta Devi's <i>Imaginary Maps</i>	1217 PDF
Book Review		
Sangeeta Singh	Goddess in Exile: A Sad Tale of Female Existentialism	1218 PDF
Poetry		
Bhaskar Roy Barman	On The Marge	1219 PDF
Dr Seema P. Salgaonkar	Entrapped	1220 PDF
Jaydeep Sarangi	I Live for My Daughter / Writing Back	1221 PDF
Interview		
Prof. Masood Ahmed	Interview with Poet Arbind Kumar Choudhary	1222 PDF

A Comparative Study of Values and Adjustment of Secondary School Students With and Without Working Mothers

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ABSTRACT

The study aimed to investigate the comparison between secondary school students' values and adjustment with working and non working mothers. The comparison is related to six dimensions of values and three area of adjustment. The sample for the study consisted of 100 Senior Secondary School students (with working mothers=50[25 boys + 25 girls], without working mothers=50[25 boys+25 girls]) selected from 10 schools situated in district Gautam Buddha Nagar (U.P.). Stratified random sampling technique was used to select the schools and the selected participants . Data were collected using **Adjustment inventory** by Dr. **A.K.P. Sinha** and Dr. **R.P. Singh** contains 60 items, out of which 20 items measure Social adjustment, 20 items measure Emotional adjustment and 20 items measure Educational adjustment and “**Study of Values**” Test developed by **Dr. R.K. Ojha** concerning six values viz. Theoretical, Economic, Aesthetic, Social, Political and Religious. The test consists of 45 questions based upon a variety of familiar situations with reliability coefficients of .95, .93 and .94 and .70, .80, .69, .89, .88, .71 respectively, and analyzed using Mean, SD and T-test statistics, tested at 0.01 and 0.05 level of significance. The result of this study reveal that students of working mothers do not differ significantly from students of non-working mothers on Economic value, Aesthetic value, Social value, Political value, Religious value, Emotional adjustment, Educational adjustment and Total adjustment. However, they show significant difference in Theoretical value, and Social adjustment. It was suggested that Parents, Teachers, Principals can work together in providing highly satisfactory climate at home and schools by way of giving affection, security and freedom of decision making, which is helpful to enhance values and social, emotional, home, school adjustment of the students.

Keywords: Values, Adjustment, Secondary school students ,Working & Non- Working Mothers

Introduction

Values are important for bringing desirable changes in an individual. The national policy on education (1986) calls for an emphasis on development of science and technology and the “cultivation of personal and social values”. So that “the educational system produces young men and women of character and ability committed to national services”. Woman as a mother has a great role to play in the development of her children. The mother’s interactions with the child have a profound impact on its optimum development. A mother has more opportunities than the father to influence a child’s growth and behaviour. In the absence of the mother a child feels lonely, unwanted and this adversely affects not only its initial activities but also the social behaviour and development. In the present study working status of mothers has been taken to mean any one of two: either full time mother or mother with paid employment. Now when the role of women is changing both within and outside the family, question has been raised regarding the impact of working status of mothers on children, especially secondary school students and the various aspects of their lives. Some of these have been taken up for investigation in the present study, these are values and adjustment. It is apparent that maternal employment has profound implications for our changing social pattern. It is therefore very much relevant to study the effect of working status of mothers on various aspects of students’ lives.

In a family the role of the mother in the development of the child is very vital. A child usually spends maximum time with its mother. It is, therefore, the mother alone who leaves a strong and a long lasting impact on the child and lays the foundation for its future adjustment. She acts as a model and the way in which she is perceived by the child determines many of the behavioral choices the child will make later. The early warmth and affection of a mother is associated with calm, happy and cooperative behavior of the child. She disciplines the child and guides it towards a career. A mother has more opportunities than the father to influence the child’s growth, behavior and adjustment.

Working mothers, in comparison to Non working mothers, spend less time in childcare and looking after their children. However, qualitatively this time spent is more purposeful and deliberate. Daughters of working mothers generally perceive their mothers as individualistic, self-confident and socially competent role models; however, sons in households in which both parents are employed, in comparison to traditional households, are found to be more attached combined with signs of less security in relation to their fathers, less successful in school and show less aptitude in intelligence tests.

While a working mother has a wide range of social and professional contacts, the nonworking mother is at times isolated to their immediate surroundings. There is little adult interaction and the monotony of daily

interactions can be disheartening. “These women experience of a breaking down of their supportive family and/or social network” (Gershaw, 1988). This lack of adult support can lead into depression and the feeling of being overwhelmed by what lies before them. While the nonworking mother is staying at home to better her child academically and emotionally, the amount of actual quality time is not always as sufficient as that of a working mother. The time spent at home is usually full of completing household chores that do not include time with the child.

Need of the Study:

Researcher is now going to turn focus on school-aged children to discuss the need of research on value and adjustment of secondary school students with working and non-working mothers. This has been a topic of considerable interest and controversy.

According to this researcher not much has been done in the area of the value and adjustment of secondary school students with working and non working mothers. Therefore, an attempt was made to find out how working mothers affect their child’s value (Theoretical, Economic, Aesthetic, Social, and Political and Religious values) and adjustment (emotionally, socially and educationally).

Objectives of the Study:

Present study was designed to achieve the following objectives:

1. To study the difference in the Theoretical value of students of working and non-working mothers.
2. To study the difference in the Economic value of students of working and non-working mothers.
3. To study the difference in the Aesthetic value of students of working and non-working mothers.
4. To study the difference in the Social value of students of working and non-working mothers.
5. To study the difference in the Political value of students of working and non-working mothers.
6. To study the difference in the Religious value of students of working and non-working mothers.
7. To study the total adjustment of secondary school students with working and non-working mothers.
8. To study the Emotional adjustment of secondary school students with working and non-working mothers.
9. To study the Social adjustment of secondary school students with working and non-working mothers.
10. To study the Educational adjustment of secondary school students with working and non-working mothers.
11. To study the adjustment of boys in secondary schools with working and Non working mothers
12. To study the adjustment of girls in secondary schools with working and non-working mothers.

Hypotheses of the Study:

1. There exists no significant difference in the Theoretical value of students of working and non-working mothers.

2. There exists no significant difference in the Economic value of students of working and non-working mothers.

3. There exists no significant difference in the Aesthetic value of students of working and non-working mothers.

4. There exists no significant difference in the Social value of students of working and non-working mothers.

5. There exists no significant difference in the Political value of students of working and non-working mothers.

6. There exists no significant difference in the Religious value of students of working and non-working mothers.

7. There exists no significant difference in the Total adjustment of secondary school students with working and non-working mothers.

8. There exists no significant difference in the Emotional adjustment of secondary school students with working and non-working mothers.

9. There exists no significant difference in the Social adjustment of secondary school students with working and non-working mothers.

10. There exists no significant difference in the Educational adjustment of secondary school students with working and non-working mothers.

11. There exists no significant difference in the Total adjustment of boys in secondary schools with working and non working mothers.

12. There exists no significant difference in the Total adjustment of girls in secondary schools with working and non-working mothers.

Research Design

The study was a survey design in order to describe the comparison between secondary school students' values and adjustment with working and non working mothers. The comparison is related to six dimensions of values and three area of adjustment.

Sample and Sampling Technique

The sample for the study consisted of 100 Senior Secondary School students (with working mothers=50[25 boys + 25 girls] , without working mothers=50[25 boys+25girls]) selected from 10 schools situated in district Gautam Buddha Nagar (U.P.)Stratified random sampling technique was used to select the schools and the selected participants.

Research Tools

The following tools were used for the conduct of present investigation.

1. **Adjustment Inventory** for School Students by Dr. **A.K.P. Sinha** and Dr. **R.P. Singh** was used as a tool for measuring

extent of adjustment. This tool measures three areas of adjustment viz. Social, Emotional and Educational adjustment. The inventory contains 60 items, out of which 20 items measure Social adjustment, 20 items measure Emotional adjustment and 20 items measure Educational adjustment. Each item in the tool has two answers 'yes' or 'no'. The subject is to encircle one response out of the two. There is no time limit for responding to the inventory. The tool is highly reliable and valid. The coefficient of reliability by Split half, Test retest and KR formula - 20 are respectively .95, .93 and .94 and coefficient of validity with hostel superintendent ratings of adjusted students is .51.

2. “**Study of Values**” Test developed by **Dr. R.K. Ojha** was used to collect data concerning six values viz. Theoretical, Economic, Aesthetic, Social, Political and Religious. The test consists of 45 questions based upon a variety of familiar situations. The test has two parts. First part consists of 30 items and with two alternative answers and second part consists of 15 items with four alternative answers. In all there are 120 answers, roughly 20 of which belong to each of the six values. The tool is highly reliable and valid. The split half reliability for six values is .60, .65, .58, .66, .61, .71. Reliabilities through Kuder-Richardson technique for above said six values were .70, .80, .69, .89, .88, .71 respectively. Validity was obtained by product moment correlation. The author reported positive correlation between Theoretical and Economic (+.32), Theoretical and

Religious (+.32), Economic and Aesthetic (+.48), Economic and Social (+.46), Economic and Political (+.56) Economic and Religious (+.60), Social and Political (+.57) and negative correlation between other values.

Administration of Tool and Data Analysis

The tools were administered on the whole sample. The respondents were adequately informed of the purpose of the research and the need to respond objectively. The **Study of Value Test** was first administered to determine the respondents' level of values in different dimensions. After retrieving the first instrument, the **Adjustment Inventory** was then administered and retrieved after the expiration of 45 minutes allowed. The respondents' responses in the two instruments were scored and collated for analysis. Data were analyzed using mean, sd and t-test statistics tested at 0.01 and 0.05 level of significance.

Results

Ho1: There exists no significant difference in the Theoretical value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 1”.

Table - 1

T-test comparison between Theoretical value of students of working and non-working mothers.

Variables	N	Mean	SD	df	t (calculated value)	Level of significance
Working mother	50	88.73	8.9	98	2.31	Significant at .05 level
Non- working mothers.	50	84.86	7.1			

Ho2: There exists no significant difference in the Economic value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 2”.

Table - 2.

T-test comparison between Economic value of students of working and non-working mothers.

Variables	N	Mean	SD	df	t (calculated value)	Level of significance
Working mother	50	87.63	8.7	98	.88	Insignificant at both levels (.05 and .01)
Non- working mothers.	50	89.35	10.6			

Ho3: There exists no significant difference in the Aesthetic value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 3”.

Table - 3.

T-test comparison between Aesthetic value of students of working and non-working mothers.

Variables	N	Mean	SD	df	t (calculated value)	Level of significance
Working mother	50	88.19	8.9	98	.49	Insignificant at both levels (.05 and .01)
Non- working mothers	50	89.28	9.2			

Ho4: There exists no significant difference in the Social value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 4”.

Table - 4

T-test comparison between Social value of students of working and non-working mothers.

Variables	N	Mean	SD	df	T (calculat ed value)	Level of significance
Working mother	50	89.09	10.5	98	.093	Insignificant at both levels (.05 and .01)
Non-working mothers	50	89.27	7.7			

Ho5: There exists no significant difference in the Political value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 5”.

Table - 5.

T-test comparison between Political value of students of working and non-working mothers

Variables	N	Mean	SD	df	T (calculated value)	Level of significance
Working mother	50	87.15	8.8	98	.054	Insignificant at both levels (.05 and .01)
Non-working mothers	50	87.06	9.4			

Ho6: There exists no significant difference in the Religious value of students of working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 6”.

Table - 6

T-test comparison between Religious value of students of working and non-working mothers.

Variables	N	Mean	SD	df	T (calculated value)	Level of significance
Working mother	50	85.8	11	98	.52	Insignificant at both levels (.05 and .01)
Non-working mothers.	50	86.8	8			

**The Comparison of Mean and S.D
Among students of working and non-
working mothers on Six Value Areas.**

It may be seen from the table 1 to 6 that students with non working mothers get the first rank in respect of economic value and

score the last rank in respect to theoretical value because it attracts to intellectuals only. On religious value quite surprisingly the students with working mother score first rank. It implies that students with working mothers are more God fearing. They act more according to the ethical codes and prefer to live simpler life. Students with working mothers score the sixth

rank in respect of economic value. Agreement between both is found in the third rank only i.e. aesthetic value.

In case of students with non-working mothers the mean of economic value(89.35) is higher than the mean of economic value for students with working mothers (87.63). The mean of theoretical value for students with working mothers (88.73) is higher than the mean of theoretical value for students with non-working mothers (84.86). Thus in respect of the aforesaid value, the students with working mothers are better than the students with non-working mothers. The higher mean in students with working mothers is for social value (89.09). Students with working mothers are more social in comparison to students with non-working mothers. They are deeply interested in the welfare of others. They seem to be more interested in social service and social welfare activities. In the case of students with working mothers it is desirable because they are expected to serve the society and carry out the social obligation to the full.

Except in the case of theoretical value, the difference between the students with working and non working mothers is not significant at .05 levels. Therefore, null hypotheses (2), (3), (4), (5) and (6) are accepted and null hypothesis (1) is rejected.

Ho7: There exists no significant difference in the Total adjustment of secondary school students with working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 7”.

Table 7.

Difference in the Total adjustment of secondary school students with

working and non-working mothers

Status	N	Mean	S.D.
Working Mother	50	20.3	8.46
Non Working Mother	50	19.6	7.70

Interpretation of result

Significant Level	Table Value of t	Obtained Value of t	Result
.05	1.98	0.43	Accepted
.01	2.63	0.43	Accepted

It can be observed from the table 7 that total adjustment scores of secondary school students with working and non working mothers are found to be, Mean 20.3 and 19.6 with S.D. of 8.46 and 7.70 respectively.

The table value of t at significant level of 0.05 is 1.98 and at significant level of 0.01 is 2.63 and t obtained is 0.43. Here t obtained is smaller than table value of t, therefore null hypothesis is accepted. It means that there is no significant difference in the total adjustment of secondary school students with working and non-working mothers.

In short, we can say that students of working and non-working mothers have

equal adjustment at secondary school level. Thus the hypothesis that there is no significant difference in the total adjustment of secondary school students with working and non-working mothers is accepted.

Ho8: There exists no significant difference in the Emotional adjustment of secondary school students with working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 8”.

Table 8.

Difference in the Emotional adjustment of secondary school students with working and non-working mothers

Status	N	Mean	S.D.
Working Mother	50	.1	4.18
Non Working Mother	50	6.7	3.38

Interpretation of result

Significant Level	Table Value of t	Obtained Value of t	Result
.05	1.98	0.53	Accepted
.01	2.63	0.53	Accepted

It can be observed from the table 8 that Emotional adjustment scores of secondary school students with working and non working mothers are found to be, Mean 7.1

and 6.7 with S.D. Of 4.18 and 3.38 respectively.

The table value of t at significant level of 0.05 is 1.98 and at significant level of 0.01 is 2.63 and t obtained is 0.53. Here t obtained is smaller than table value of t, therefore null hypothesis is accepted. It means that there is no significant difference in the Emotional adjustment of secondary school students with working and non-working mothers.

In short, we can say that school going children of working and non-working mothers have equal Emotional adjustment at secondary school level. Thus the hypothesis that there is no significant difference in the total adjustment of secondary school students with working and non-working mothers is accepted.

Ho9: There exists no significant difference in the Social adjustment of secondary school students with working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 9”.

Table 9.

Difference in the Social adjustment of secondary school students with working and non-working mothers

Status	N	Mean	S.D.
Working Mother	50	7.3	3.23
Non Working Mother	50	6.3	2.83

Interpretation of result

Significant Level	Table Value of t	Obtained Value of t	Result
.05	1.98	16.66	Rejected
.01	2.63	16.66	Rejected

It can be observed from the table 9 that Social adjustment scores of secondary school students with working and non working mothers are found to be, Mean 7.3 and 6.3 with S.D. Of 3.23 and 2.83 respectively.

The table value of t at significant level of 0.05 is 1.98 and at significant level of 0.01 is 2.63 and t obtained is 16.66. Here t obtained is greater than table value of t, therefore null hypothesis is rejected. It means that there is significant difference in the Social adjustment of secondary school students with working and non-working mothers.

In short, we can say that school going children of Non- working mothers have better social adjustment than the school going children of Working mother at secondary level. Thus the hypothesis that there is no significant difference in the social adjustment of secondary school students with working and non-working mothers is rejected.

Ho10: There exists no significant difference in the Educational adjustment of secondary school students with working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 10”.

Table 10

Difference in the Educational adjustment of secondary school student with working and non-working mothers

Status	N	Mean	S.D.
Working Mother	50	6.1	3.90
Non Working Mother	50	5.0	3.16

Interpretation of result

Significant Level	Table Value of t	Obtained Value of t	Result
.05	1.98	1.57	Accepted
.01	2.63	1.57	Accepted

It can be observed from the table 10 that Educational adjustment scores of secondary school students with working and non working mothers are found to be, Mean 6.1

and 5.0 with S.D. Of 3.90 and 3.16 respectively.

The table value of t at significant level of 0.05 is 1.98 and at significant level of 0.01 is 2.63 and t obtained is 1.57. Here t obtained is smaller than table value of t, therefore null hypothesis is accepted. It means that there is no significant difference in the Educational adjustment of secondary school students with working and non-working mothers.

In short, we can say that school going children of working and non-working mothers have equal Educational adjustment at secondary level. Thus the hypothesis that there is no significant difference in the Educational adjustment of secondary school students with working and non-working mothers is accepted.

Ho11: There exists no significant difference in the Total adjustment of boys in secondary schools with working and non working mothers.

Data were analyzed using t-test statistics as presented in “Table 11”.

Table - 11

Difference in the Total adjustment of Boys of secondary school students with working and non-working mothers

Status	N	Mean	S.D.
Working Mother	25	20.2	8.81
Non Working Mother	25	18.4	7.0

Interpretation of result

Significant Level	Table Value of t	Obtained Value of t	Result
.05	2.01	0.80	Accepted
.01	2.68	0.80	Accepted

It can be observed from the table 11 that Total adjustment scores of Boys in secondary schools with working and non working mothers are found to be , Mean 20.2 and 18.4 with S.D. Of 8.81 and 7.0 respectively.

The table value of t at significant level of 0.05 is 2.01 and at significant level of 0.01 is 2.68 and t obtained is 0.80. Here t obtained is smaller than table value of t, therefore null hypothesis is accepted. It means that there is no significant difference in the Total adjustment of Boys in secondary schools with working and non-working mothers.

In short, we can say that Boys of working and non- working mothers in secondary schools have equal adjustment Thus the hypothesis that there is no significant difference in the total adjustment of Boys in secondary schools with working and non-working mothers is accepted.

Ho12: There exists no significant difference in the Total adjustment of girls in secondary schools with working and non-working mothers.

Data were analyzed using t-test statistics as presented in “Table 12”.

Table 12

Difference in the Total adjustment of Girls in secondary schools with working and non-working mothers

Status	N	Mean	S.D.
Working Mother	25	21	8.40
Non Working Mother	25	17.2	4.79

Interpretation of result

Signifi cant Level	Table Value of t	Obtained Value of t	Result
.05	2.01	1.96	Accepted
.01	2.68	1.96	Accepted

It can be observed from the table 12 that Total adjustment scores of Girls in secondary schools with working and non working mothers are found to be, Mean 21.0 and 17.2 with S.D. Of 8.40 and 4.79 respectively.

The table value of t at significant level of 0.05 is 2.01 and at significant level of 0.01 is 2.68 and t obtained is 1.96. Here t obtained is smaller than table value of t, therefore null hypothesis is accepted. It means that there is no significant difference

in the Total adjustment of Girls in secondary schools with working and non-working mothers.

In short, we can say that Girls of working and non- working mothers in secondary schools have equal adjustment .Thus the hypothesis that there is no significant difference in the total adjustment of Girls in secondary schools with working and non-working mothers is accepted.

Discussion

In this study, the comparison between secondary school students’ values and adjustment with working and non working mothers were investigated. The comparison is related to six dimensions of values and three area of adjustment.

1- The result in “Table-1 to 6” showed that students with non working mothers get the first rank in respect of economic value and score the last rank in respect to theoretical value because it attracts to intellectuals only.

2- On religious value quite surprisingly the students with working mother score first rank. It implies that students with working mothers are more God fearing. They act more according to the ethical codes and prefer to live simpler life.

3- Students with working mothers score the sixth rank in respect of economic value. Agreement between both is found in the third rank only i.e. aesthetic value.

4- In case of students with non-working mothers the mean of economic value(89.35) is higher than the mean of economic value for students with working mothers (87.63).

5- The mean of theoretical value for students with working mothers (88.73) is higher than the mean of theoretical value for students with non-working mothers

(84.86). Thus in respect of the aforesaid value, the students with working mothers are better than the students with non-working mothers.

6- The higher mean in students with working mothers is for social value (89.09). Students with working mothers are more social in comparison to students with non-working mothers. They are deeply interested in the welfare of others. They seem to be more interested in social service and social welfare activities. In the case of students with working mothers it is desirable because they are expected to serve the society and carry out the social obligation to the full.

7- Except in the case of theoretical value, the difference between the students with working and non working mothers is not significant at .05 levels. Therefore, null hypotheses (2), (3), (4), (5) and (6) are accepted and null hypothesis (1) is rejected.

8- The result in table 7 showed that total adjustment scores of secondary school students with working and non working mothers are found to be, Mean 20.3 and 19.6 with S.D. Of 8.46 and 7.70 respectively. The obtained t value is 0.43. It means that there is no significant difference in the total adjustment of secondary school students with working and non-working mothers. Therefore null hypothesis is accepted.

9- The result in table 8 showed that emotional adjustment scores of secondary school students with working and non working mothers are found to be, Mean 7.1 and 6.7 with S.D. Of 4.18 and 3.38 respectively. The obtained t value is 0.53. It means that there is no significant difference in the emotional adjustment of secondary school students with working and non-working mothers. Therefore null hypothesis is accepted.

10- The result in table 9 showed that social adjustment scores of secondary school students with working and non working mothers are

found to be, Mean 7.3 and 6.3 with S.D. Of 3.23 and 2.83 respectively. The obtained t value is 16.66. It means that there is significant difference in the social adjustment of secondary school students with working and non-working mothers. Therefore null hypothesis is rejected.

11- The result in table 10 showed that educational adjustment scores of secondary school students with working and non working mothers are found to be, Mean 6.1 and 5.0 with S.D. Of 3.90 and 3.16 respectively. The obtained t value is 1.57. It means that there is no significant difference in the educational adjustment of secondary school students with working and non-working mothers. Therefore null hypothesis is accepted.

12- The result in table 11 showed that total adjustment scores of boys in secondary school students with working and non working mothers are found to be, Mean 20.2 and 18.4 with S.D. Of 8.81 and 7.0 respectively. The obtained t value is 0.80. It means that there is no significant difference in the total adjustment of boys in secondary school students with working and non-working mothers. Therefore null hypothesis is accepted.

13- The result in table 12 showed that total adjustment scores of girls in secondary school students with working and non working mothers are found to be, Mean 21 and 17.2 with S.D. Of 8.40 and 4.79 respectively. The obtained t value is 1.96. It means that there is no significant difference in the total adjustment of girls in

secondary school students with working and non-working mothers. Therefore null hypothesis is accepted.

Conclusion

Impact of mother's working status on her young children has always been a issue of debate .The studies conducted earlier with different variables have been showing mixed results .It is evident from a review of such studies that the results are often conflicting and inconclusive. But it is not surprising if we keep in mind disparity in the customs, traditions and ways of life prevailing over different regions.

Besides, no systematic study has been conducted so far on Value and Adjustment of secondary school students in relation to working status of their mothers to the best of the investigator's knowledge. The study in hand is a pioneering effort.

It was designed to explore whether there exists any significant difference in Values and Adjustment of students of working and non-working mothers or not.

A sample of 100, class XI students was selected for the study, giving equal representation to students and their mothers' working status. It was hypothesized that there would not be any significant difference between the scores of working mothers' children and those of non-working mothers' on Values and Adjustment.

The findings of this study reveal that students of working mothers

do not differ significantly from students of non-working mothers on Economic value, Aesthetic value, Social value, Political value, Religious value, Emotional adjustment, Educational adjustment and Total adjustment. However, they show significant difference in Theoretical value, and Social adjustment.

Further, the findings of the study reveal that boys and girls of working mothers' do not differ significantly on Total adjustment.

On the basis of the findings of the present research several suggestions of the study may be given/ made for parents, teachers, administrators, and the community.

Suggestions

The present study has some suggestions for parents, teachers, administrators and community members in general as follows:

1. The relationship which parents establish with their children has a powerful influence on the all round development of the children. Parents should understand the problems of their children at home and outside home.
2. Parents should create a congenial environment at home which may help the children to be emotionally balanced and stable.
3. Parents should create such an environment in which the children can express their feelings and share their emotions with them. Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their

behavioral problems and enhance their ability for adjustment.

4. Due attention should be paid to the students at this stage as they are more prone to encounter various psychological problems, which are likely to affect their physical, mental, emotional, health, home, social and educational adjustment.

5. In dual earner families, parents need to talk to their children to understand their psychological needs and also to help them in their studies and choosing their career etc. This will help a lot to understand and to sort out their problem.

6. The study has its implications for teachers also. Teachers should try to develop sound educational atmosphere in the class rooms as well as in the schools so that the students do not confront with any problem.

7. The parents have to be guided on how they have to care and educate their children in the changing scenario. The parents should be oriented about the needs of the changing social set up, problems of the children, and various

procedures for the proper development of the children.

8. In schools as well as in homes students should be provided with recreational activities to keep them busy and to help them in utilizing their leisure time for productive work.

9. Women's job should be taken seriously just like man's job. Attitude of acceptance, support, and recognizing her job, to be just like important as the males. This can instill confidence, feeling of self esteem and self worth leading to better home adjustment.

10. The Government has to make provision that working hours of mothers should be somewhat changed so that they can care their children in a good manner.

11. Parents, Teachers, Principals can work together in providing highly satisfactory climate at home and schools by way of giving affection, security and freedom of decision making, which is helpful to enhance values and social, emotional, home, school adjustment of the students.

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