

STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO EMPLOYMENT STATUS OF THEIR MOTHERS

Prof. (Dr.) Amit Kauts^{*}

Swinderjit Singh^{**}

Sukhmandeep Kaur^{***}

Abstract

The current research was carried out to study the academic achievement of students of X class, in relation to the employment status of their mothers' i.e. employed and unemployed mothers. In order to conduct the current study, 400 students of X class [200 students of employed mothers (100 boys, 100 girls) and 200 students of unemployed mothers (100 boys, 100 girls)] were selected randomly from the 10 secondary schools of Amritsar district. Marks obtained in IX class was taken as criterion of academic achievement. After the collection of the data, 2x2 & 3x2 Analysis of Variance was employed on the scores of Achievement. The findings of the study revealed that there exists no significant difference in the Academic Achievement of boys and girls in

Keywords:

Academic Achievement;
Employment Status of
Mothers;
Secondary School
Students.

^{*} **Prof. & Head, Department of Education, Guru Nanak Dev University, Amritsar.**

^{**} **Research Scholar, Department of Education, Guru Nanak Dev University, Amritsar.**

^{***} **Junior Research Fellow, Department of Education, Guru Nanak Dev University, Amritsar.**

relation to educational qualification of their mothers. There exists no significant difference in the interaction effect of gender and employment status of mother; educational qualification and employment status of mother on Academic achievement of students. Children of unemployed mothers showed higher academic achievement than that of employed mothers.

Introduction

Last half century is marked for the women empowerment and due to which women involvement in work place is also rising. Now women are employed everywhere whether it is in faculties of commerce, engineering, management or marketing, women are in every field and successfully challenging their male counterparts. Of these employed women, two of every five are mothers of school age children. As children are mostly in touch with their mothers, their activities, behavior and attitudes have great influence on their achievement in every field. Academic achievement is the performance of a learner after a course of instruction and it is measured in terms of marks or grades obtained in a given area of knowledge. School examination in one way measures the degree of achievement. Achievement brings personal satisfaction as well as social recognition. Heinrich (2014) observed that children's cognitive development is enriched if mothers are their main caregivers in their first year and work less than full-time through age three. Abosede and Akintola (2016) in their study suggested that parents must provide pleasant home environments to their children, whereas school staffs should concentrate on the specific needs of children. Therefore arrangements should be done to amend the homework environment by offering better assets for working women, which would maintain the balance between parenting and profession.

Academic Achievement

Academic achievement is a significant factor in one's life. The status of education has become vital in the modern world with the increasing development in science and technology. Academic achievement is the knowledge acquired by the student in various subjects as determined by

scores in the exams. It acts as a helping hand for the teachers so as to know whether existing teaching strategies are effective or not and to assist them in bringing further changes accordingly. Therefore academic achievement is an indicator helping both the students and teachers to know where they actually stand. It is the foremost responsibility of an educational institution to encourage a healthy academic growth and better development of a youngster. In past few years, academic achievement has gained the pivotal position in our educational setup. Academic achievement may be considered as excellence in all academic disciplines, in class as well as co-curricular activities. There is a substantial amount of research showing non-significant or even negative relationships between various modes of parental involvement and student's achievement [e.g. White, Taylor, and Moss (1992); Singh et al. (1995); Desimone (1999); Powell-Smith, Stoner, and Shin (2000); Mattingly et al. (2002); Jeynes (2005); Patall, Cooper, and Robinson (2008); Johnson and Hull (2014); and Wilder (2014)]. Pinquart & Kauser (2018) found that authoritative parenting was related with at least one positive child outcome and authoritarian parenting was related with at least one negative outcome in all places of the world, with some regional variation. Parents across the world could be recommended to behave authoritatively, although authoritarian and permissive parenting is, to some extent, tolerable in a few cultural contexts.

Employment Status Of Mothers

Each and every individual in the modern era of science and technology wants a comfortable and luxurious life style. As the situation of living standard is changing day-by-day, thus there is a greater demand in the family for more comforts of life. To fulfil these increasing demands, a single earner in a family cannot be sufficient, thus both husband and wife are working. The financial help provided by the wife's salary enhances the living standard of family and social status. Women can solve various kinds of problems by getting involved in different domestic tasks. Khan et. al. (2017) examined the impact of parents' occupation on the self-concept of 10th grade public school students. The findings of the study revealed that parents' occupation had a consistent and positive impact on students' self-concept. In the present study, the Investigator studied the Employment status of mothers under the headings of 'Employed Mothers (EM)' and 'Unemployed Mothers (UM)'.

Justification Of The Study

Our nation is currently passing through a critical stage of social change. Previous social order is being confronted by the modern styles of life. The status of women is undergoing a dramatic change at a remarkable speed in the wake of rapid social changes in various sectors of society. Women are taking up new roles by leaving traditional ones. Modern women know their own identity and they are developing self-esteem by working in different fields. The troubles of employed women begin after marriage, as they have to leave their children in order to attend their official work and other social functions. They make the best use of their time and attend so many duties along with the care of their children. But in spite of their best intentions usually children have to bear the wrath of mother's busy life, which certainly affects the proper development of mental capacities and in different areas of activities. Now when the role of women is varying globally but particularly in India both within and outside the family, questions have been raised regarding the impact of the employed status of mothers on children, especially adolescents and the various aspects of their lives. The present study is an attempt to study the academic achievement of secondary school students in relation to employed status of mothers to the best knowledge of the researcher.

Delimitations Of The Study

- The present study was confined to 400 students of X class only.
- The present study was confined to boys and girls studying in rural and urban government and private schools of Amritsar district.

Objectives Of The Study

1. To study the difference in the Academic achievement of boys and girls.
2. To study the difference in the Academic achievement of children with employed and unemployed mothers.
3. To study the difference in the interaction effect of gender and employment status of mother on Academic achievement of students.
4. To study the difference in the Academic achievement of students among various levels of educational qualification of mothers.
5. To study the difference in the interaction effect of educational qualification and employment status of mothers on Academic achievement of students.

Hypotheses Of The Study

Following hypotheses proposed to test above stated objectives:

1. There exists no significant difference in the Academic achievement of boys and girls.
2. There exists no significant difference in the Academic achievement of children with employed and unemployed mothers.
3. There exists no significant difference in the interaction effect of gender and employment status of mother on Academic achievement of students.
4. There exists no significant difference in the Academic achievement of students among various levels of educational qualification of mothers.
5. There exists no significant difference in the interaction effect of educational qualification and employment status of mothers on Academic achievement of students.

Sample Of The Study

Ten secondary schools were being selected randomly from Amritsar district. Out of the selected schools, approximately 40 students from each school whose mothers were either employed or unemployed constitute the sample of the present study. In total, investigation was being carried out on 400 students [200 students of employed mothers (100 boys, 100 girls) and 200 students of unemployed mothers (100 boys, 100 girls)].

Tools Used

Following tools were being used for conducting the present study:

- Marks obtained in IX class was taken as $\frac{[]}{SEP}$ criterion of academic achievement. The information regarding academic achievement was collected from the students and it was confirmed after verifying the school records.
- Form for personal bio-data of the students was attached so as to get information regarding school, class, father's name, mother's name, educational qualification and employment status of mothers (either employed or unemployed) and details of the marks of IX class etc.

Method & Procedure Of The Study

Firstly, ten schools were selected from Amritsar district and approximately 400 students were selected keeping in view the requirement of the study. Afterwards, students were categorized

into two groups i.e. boys and girls; employment status of mothers was also categorized into two groups i.e. employed and unemployed; and educational qualification of mothers was taken in three groups such as 10+2, graduation and above graduation. Marks obtained in IX class was taken as criterion of academic achievement. After the collection of the data, statistical treatment was given.

Statistical Techniques Employed

The following statistical techniques were being used to test the hypotheses of the study:

- Descriptive Statistics employed to understand the nature of the data.
- 2x2 Analysis of Variance employed on the scores of Achievement.
- 3x2 Analysis of Variance employed on the scores of Achievement.

Analysis & Interpretation Of The Data

The data was being analyzed under the following headings:

1. 2x2 Analysis Of Variance On The Scores Of Academic Achievement In Relation To Gender And Employment Status Of Mothers

The means and standard deviations of sub groups for 2x2 design of ANOVA on the scores of 'Academic Achievement' in relation to gender and employment status of mothers have been calculated and are presented below in the Table 1.1:

TABLE 1.1

Means Of Sub-Groups Of ANOVA For 2x2 Design Of The Scores Of Academic Achievement In Relation To Gender And Employment Status Of Mothers

	EMPLOYMENT STATUS	BOYS	GIRLS	Total
ACADEMIC ACHIEVEMENT (AA)	EM	N=100 M=527.38 SD=80.758	N=100 M=520.96 SD=61.650	MM=524.17
	UM	N=100 M=537.11 SD=52.261	N=100 M=550.98 SD=54.714	MM=544.045
	Total	MM= 532.25	MM= 535.97	

In order to analyze the variance in Academic Achievement, the obtained scores are subjected to ANOVA and the results have been presented below in the Table 1.2:

TABLE 1.2

Summary Of ANOVA For 2x2 Design In Respect Of Academic Achievement In Relation To Gender And Employment Status Of Mother

Source of Variation	Academic Achievement (AA)			
	df	SS	MSS	F-ratio
Gender (A)	1	1387.562	1387.562	0.346
Employment status of Mother (B)	1	39501.562	39501.562	9.846*
Interaction (AxB)	1	10292.102	10292.102	2.565
Within	396	1588695.150	4011.856	

* Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

MAIN EFFECTS

Gender (A)

It may be observed from the table 1.2 that F-ratio for the difference between means of Boys and Girls on the scores of Academic Achievement, was not found to be significant at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the Hypothesis (1) namely; there exists no significant difference in the Academic achievement of boys and girls. It indicates that there exists no significant difference in the Academic achievement of boys and girls.

Employment Status of Mother (B)

It may be observed from the table 1.2 that F-ratio for the difference between means of Employment status of mothers on the scores of Academic Achievement, was found to be

significant at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (2) namely; there exists no significant difference in the Academic achievement of children with employed and unemployed mothers. It indicates that there exists significant difference in the Academic achievement of children with employed and unemployed mothers. Further the analysis of mean table 1.1 suggests that children of unemployed mothers showed higher academic achievement than that of employed mothers.

TWO ORDER INTERACTION (AxB)

Gender xEmployment Status of Mother (AxB)

It may be observed from the table 1.2 that the F-ratio for the interaction between Gender and Employment status of mothers on the scores of Academic Achievement was not found to be significant at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the Hypothesis (3) namely; there exists no significant difference in the interaction effect of gender and employment status of mother on Academic achievement of students. It indicates that there exists no significant difference in the interaction effect of gender and employment status of mother on Academic achievement of students.

2. 3x2 Analysis Of Variance On The Scores Of Academic Achievement In Relation To Employment Status And Educational Qualification Of Mothers

The means and standard deviations of sub groups for 3x2 design of ANOVA on the scores of 'Academic Achievement' in relation to employment status and educational qualification of mothers have been calculated and are presented below in the Table 2.1.

TABLE 2.1

Means Of Sub-Groups Of ANOVA For 3x2 Design On The Scores Of Academic Achievement In Relation To Employment Status And Educational Qualification Of Mothers

	EMPLOYMENT STATUS	10+2	Graduation	Above Graduation	Total
ACADEMIC ACHIEVEMENT (AA)	EM	N=120 M=530.72 SD=76.07 3	N=50 M=516.92 SD=68.289	N=30 M=510.07 SD=56.656	MM=519.24
	UM	N=120 M=541.99 SD=56.50 2	N=50 M=545.22 SD=45.629	N=30 M=550.30 SD=56.541	MM=545.84
	Total	N= 240 MM=536.35	N= 100 MM=531.07	N=60 MM=530.18	

In order to analyze the variance in Academic Achievement, the obtained scores are subjected to ANOVA and the results have been presented below in the Table 2.2

TABLE 2.2

Summary Of ANOVA For 3x2 Design Of Scores Of Academic Achievement In Relation To Employment Status And Educational Qualification Of Mothers

Source of Variation	Academic Achievement (AA)			
	df	SS	MSS	F-ratio
Educational Qualification (A)	2	3057.988	1528.994	0.380
Employment status of Mother (B)	1	51643.541	51643.541	12.838*
Interaction (AxB)	2	12429.042	6214.521	1.545
Within	394	1584887.785	4022.558	

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

MAIN EFFECTS

Educational Qualification (A)

It may be observed from the table 2.2 that F-ratio for the difference between means of Educational qualification of mothers on the scores of Academic Achievement, was not found to

be significant at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the Hypothesis (4) namely; there exists no significant difference in the Academic achievement of students among various levels of educational qualification of mothers. It indicates that there exists no significant difference in the Academic achievement of students among various levels of educational qualification of mothers.

Employment Status of Mother (B)

This has already been discussed in the previous section. There exists significant difference in the Academic achievement of students in relation to employment status of mothers. It indicates that children with unemployed mothers showed higher academic achievement than that of employed mothers.

TWO ORDER INTERACTION (AxB)

Educational Qualification x Employment Status of Mother (AxB)

It may be observed from the table 2.2 that the F-ratio for the interaction between Educational qualification and Employment status of mothers on the scores of Academic Achievement was not found to be significant at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the Hypothesis (5) namely; there exists no significant difference in the interaction effect of educational qualification and employment status of mother on academic achievement of students. Therefore, there exists no significant difference in the interaction effect of educational qualification and employment status of mother on academic achievement of students.

Discussion On Findings

It is evident from the analysis that there exists no significant difference in the Academic achievement of boys and girls. The present result is in tune with the findings of Ganai & Mir (2013). On the contrary, Asthana (2011) found that girls performed academically better than boys. Research indicates that children of unemployed mothers showed higher academic achievement than that of employed mothers. The present finding is contrary with the findings of Ahsan & Kumar (2013) who concluded that there is no significant difference between the academic achievement of children of working and non-working mothers.

Another finding from this research is that there exists no significant difference in the interaction effect of gender and employment status of mother on Academic achievement of students. The present study also concluded that there exists no significant difference in the Academic achievement of students in relation to Educational qualification of mothers. The present result is in contrary with the findings of Muola (2010), Sharma & Tahira (2011), and Khan, Iqbal, & Tasneem (2015). This research also revealed that there exists no significant difference in the interaction effect of Educational qualification and Employment status of mothers on Academic achievement of students. The above finding is in contrary with Magnuson (2007) who found that children of mothers with low levels of education perform better on tests of academic skills and have higher quality home environments when their mothers complete additional schooling, whereas increased maternal education does not predict improvements in the achievement or home environments of children with older and more highly educated mothers.

Educational Implications Of The Findings

The present research has its implications for parents, teachers, administrators and community members in general as follows:

- The relationship that parents form with their children has a huge influence on the complete development of the children. Due attention should be paid to adolescents as they suffer various kinds of problems, which may lead to poor performance in academics.
- Teachers should try to develop healthy and congenial atmosphere in the classroom so that the students do not suffer from any kind of trouble. Teachers can assist the students in releasing their emotions and channelize them in socially acceptable ways.
- The administrators should organize parents' teacher meeting regularly and problems of their children should be discussed openly. The school administrators must also apprehend the consequences of changing family structure and should find the means to nurture child growth and development. They must follow a practical approach by collaborating with teachers in developing and implementing family education.
- Parents, teachers, and principals can work jointly in providing highly suitable atmosphere in the home environment and school premises by ways of giving warmth, affection,

security and autonomy of decision-making, which is useful to enhance academic achievement of the students.

References

- Abosedo, S.C., & Akintola, O.A. (2016). Mothers' employment, marital status and educational level on students' academic achievement in business studies. *Asian Pacific Journal of Multidisciplinary Research*, 4(2), 159-165.
- Ahsan, M., & Kumar, A. (2013). A study of the academic achievement of children belonging to working and non-working mothers. *International Journal of Education and Allied Sciences*, 5(2), 19-22.
- Asthana, M. (2011). Self-concept, mental ability and scholastic achievement of secondary school students of Varanasi. *Journal of Community Guidance and Research*, 28(1), 82-88
- Desimone, L.M. (1999). Linking parent involvement with student achievement: Do race and income matter? *The Journal of Educational Research*, 93 (1), 11–30. doi: 10.1080/00220679909597625
- Ganai, M.Y., & Mir, M.A. (2013). A comparative study of adjustment and academic achievement of students. *Journal of Educational Research and Essays*, 1(1), 5- 8.
- Heinrich, C.J. (2014). Parents' employment and children's wellbeing. *The Future of Children*, 24(1), 121-146.
- Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237–269.
- Johnson, U.Y., & Hull, D.M. (2014). Parent involvement and science achievement: A cross-classified multilevel latent growth curve analysis. *The Journal of Educational Research*, 107(5), 399–409. doi: 10.1080/00220671.2013.807488
- Khan et. al. (2017). Impact of parents' occupation on students self-concept at secondary level. *International Journal of Academic Research in Business and Social Sciences*, 7(2), 46-53.
- Khan, Iqbal, & Tasneem. (2015). The influence of parents educational level on secondary school students' academic achievements in district Rajanpur. *Journal of Education and Practice*, 6(16).
- Lawrence, A.S.A., & Vimala, A. (2012). School environment and academic achievement of standard IX students. *Journal of Educational and Instructional Studies*, 2(3), 210-215.
- Magnuson. (2007). Maternal education and children's academic achievement during middle childhood. *Development Psychology*, 43(6).
- Mattingly, D.J., Prislun, R., McKenzie, T.L., Rodriguez, J.L., & Kayzar, B. (2002). Evaluating evaluations: The case of parent involvement programs. *Review of Educational Research*, 72(4), 549–576.
- Muola, J.M. (2010). A study of the relationship between achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews*, 5(5), 213- 217.
- Patall, E.A., Cooper, H., & Robinson, J.C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78(4), 1039–1101.
- Pinquart, M., & Kausler, R. (2018). Do the associations of parenting styles with behavior problems and academic achievement vary by culture? Results from a meta-analysis. *Cultural Diversity and Ethnic Minority Psychology*, 24(1), 75-100.
- Powell-Smith, K.A., Stoner, G., & Shin, M.R. (2000). Parent tutoring in reading using literature and curriculum materials: Impact on student reading achievement. *School Psychology Review*, 29(1), 5–27.
- Saini, S. (2005). Family environment and academic achievement of adolescent children of employed and non-employed mothers. *Indian Educational Review*, 41(2), 87-95.
- Sharma, M., & Tahira, K. (2011). Family Variables as Predictors of Students Achievement in Science. *Journal of Community Guidance & Research*, 28(1), 28-36.
- Singh, K., Bickley, P.G., Trivette, P., Keith, T.Z., Keith, P.B., & Anderson, E. (1995). The effects of four components of parental involvement on eighth-grade student achievement: Structural analysis of NELS-88 data. *School Psychology Review*, 24(2), 299–317.
- White, K.R., Taylor, M.J., & Moss, V.D. (1992). Does research support claims about the benefits of involving parents in early intervention programs? *Review of Educational Research*, 62(1), 91–125.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397. doi:10.1080/001319 11.2013.780009