



Self-Concept and Academic Achievement of Ixth Class Students of Working and Non-Working Mothers

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ABSTRACT

This study attempts to study the difference between the self concept and academic achievement of students whose mothers are working and non working. A sample of 100 students from various schools have been taken (25 students belongs to working mothers and 25 non-working mothers). They were administered Self-concept questionnaire constructed by R.R. Sarawat and Gaur. Mean, S.D., F-test and t-test were used to analyze the data. This study shows that working and non-working mothers affects children's self concept and academic achievement.

KEYWORDS :

Introduction:

"Without education, Man is as though in a closed room and with education, he finds himself in a room with all its windows open towards outside world."

It is observed that one's self concepts plays an important role in one's life, be its success stability or failure. The self concept is not only enhanced by social life schooling etc. But own social environment is played mainly by their mothers, who work as well as take care of their children. As, we all know that in present time every educated women prefers working, be in profession like teaching medicine, law, engineering and management etc. In some aspects the children of such mothers are gainers but at the same time they are losers too. So for comparing the self concept and academic achievement of children belonging to working and non-working mothers, the study has been taken up.

Objectives of the Study:

1. To compare self-concept of girls whose mothers are working and non-working.
2. To compare self-concept of boys whose mothers are working and non-working.
3. To compare academic achievement of girls whose mothers are working and non-working.
4. To compare academic achievement of boys whose mothers are working and non-working.

Hypotheses of the Study:

1. There is no significant difference between the self-concept of girls whose mothers are working and non-working.
2. There is no significant difference between the self-concept of boys whose mothers are working and non-working.
3. There is no significant difference between the academic achievement of girls whose mothers are working and non-working.
4. There is no significant difference between the academic achievement of girls whose mothers are working and non-working.

Delimitations of the study:

1. This study is delimited to two variables i.e academic achievement and self-concept.
2. The study is delimited to central board secondary education (CBSE) schools of Meerut
3. This study is delimited to the children only whose mothers are working and non working.

Method:

Descriptive survey method has been adopted for this research.

Sample:

The sample of the study comprises of 100 subjects across both genders from selected CBSE schools of Meerut. Using random sampling, 50 subjects has been drawn whose mothers are working and 50 subjects whose mothers are non-working.

Tools:

Self-concept questionnaire constructed by R.R. Sarawat and Gaur has been taken to measure the self concept of the students. Class VIII marks have been taken to asserts academic achievement of the students.

Statistical Techniques:

To analyze the data Mean, S.D. and 't' value has been used.

Results:

Four hypothesis have been formulated to take out results for the research purpose. On the basis of raw data the investigator has drawn certain tables to get findings.

Hypothesis no.1:

"There is no significant difference between the self-concept of girls whose mothers are working and non-working."

Table-1

Factors	Test Applied	Girls	
		Working Mothers	Non-working Mothers
Self concept	Mean	177.0	145.0
	S.D.	12.87	11.06
	't' test	9.43	

The table shows the Mean, S.D. and t-value of the scores of the self concept of the girls whose mothers are working and non-working. The Mean value of self concept of girls whose mothers are working is 177, whereas, the mean value of girls whose mothers are non-working is 145. The 't' value is 9.43 which is significant at 0.01 level of significance. This shows that there is significant difference between girls whose mothers are working and those whose mothers are non-working.

Hypothesis no.2:

"There is no significant difference between the self-concept of boys whose mothers are working and non-working."

Table-2

Factors	Test Applied	Girls	
		Working Mothers	Non-working Mothers
Self concept	Mean	179.0	153.0
	S.D.	16.26	16.12
	't' test	5.68	

The table shows the mean, S.D. and 't' value of the scores of the self-concept of the boys whose mothers are working and non-working. The mean value of self concept of boys whose mothers are working is 1.79, whereas the mean value of boys whose mothers are non-working is 153. The 't' value is 5.68 which is significant at 0.01 level of significance. This shows that there is significant difference between boys whose mothers are working and those whose mothers are non-working.

Hypothesis no.3:

"There is no significant difference between the academic achievement of girls whose mothers are working and non-working."

Table-3

Factors	Test Applied	Girls	
		Working Mothers	Non-working Mothers
Academic Achievement	Mean	87.0	74.0
	S.D.	8.05	10.53
	't' test	4.91	

The mean value of academic achievement of the girls whose mothers are working is 87.0, whereas, the mean value of girls whose mothers are non-working is 74. The 't' value is 4.91 which is not significant at 0.01 level of significance. This shows that there is significant difference between girls whose mothers are working and those whose mothers are non-working. The table also shows that academic achievement of girls whose mothers are working is greater than girls whose mothers are non-working.

Hypothesis no.4:

"There is no significant difference between the academic achievement of boys whose mothers are working and non-working."

Table-4

Factors	Test Applied	Girls	
		Working Mothers	Non-working Mothers
Academic Achievement	Mean	87.0	68.0
	S.D.	7.65	10.03
	't' test	7.53	

The table shows the mean, S.D. and 't' value of the scores of the academic achievement of the boys whose mothers are working and non-working. The mean value of academic achievement of the boys whose mothers are working is 87.0, whereas, the mean value of boys whose mothers are non-working is 68.0. The 't' value is 7.53 which is significant at 0.01 level of significance. This shows that there is significant difference between boys whose mothers are working and those whose mothers are non-working. The table also reflects that academic achievement of boys whose mothers are working is greater than boys whose mother are non-working.

Conclusion:

From the study it is clear that the students of working mothers have better self concept and academic achievement than those children whose mothers are non-working. The study proves that working women give more attention tend to give more concentration and are able to understand the psychological needs and mental needs of their children more accurately than the mothers who are non-working.

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