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THE ROLE OF MOTHER'S LEVEL OF EDUCATION CONTOURING STUDENTS ADAPTATION AT CAMPUS

KEYWORDS

higher education, socio economic status, education level, parents, mother, qualification

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ABSTRACT

Objective: - *The study aims to empirically test the relationship between types of campus adaptations across student's mother's level of education at engineering undergraduate B. Tech students pursuing a four-year study at Indian Institute of Technology (IIT's) and National Institute of Technology (NIT's) in India.*

Method: - *The Multivariate Analysis of Variance (Manova) test was run with SPSS vs. 21 to compare the student's campus adaptations of IIT's and NIT's by student's mother's 's level of education. Multistage random sampling with n = 1420 students were selected comprising of Multistage random sampling with n = 1420 students were selected comprising of Doctorate degree (n = 24), Master's Degree (n = 278), Bachelor's Degree (n = 440), Diploma (n = 77), Class 12 (n = 194), Class 10 (n = 166), Went to School (n = 146) and Illiterate (n = 95).*

Result: - *In academic adaptation, student's mothers who attained qualification or education level of doctorate degree, master's degree and class 12 had positive outcomes while student's mothers who had qualification or education level in terms of bachelor's degree, diploma, class 10, went to school and illiterate had negative outcomes. In social adaptation, student's mothers who attained educational level of diploma, class 12, class10, and who went to school has positive outcomes while students whose mothers who had highest qualification of doctorate degree, master's degree, bachelor's degree to that of mothers who were illiterate had negative outcomes. In physical – psychological adaptation, student's mothers who had class10 level of education only had positive outcomes while rest from highest qualification of doctorate degree, master's degree, bachelor's degree, diploma, class12, went to school and illiterate had negative outcome. In institutional adaptation, student's mothers who had master's degree, class12, class10 and illiterate had positive outcome while student's mothers who had the educational level of doctorate degree, bachelor's degree, diploma, and went to school had negative outcomes.*

Conclusion: - *Campus adaptations do vary across student's mother's education level influencing student's experiences at institutions of IIT's and NIT's.*

Introduction: -

It is remains a well apprehended thought that parents influence a major role in the career decision-making of students especially of rural area than urban area (Osorio, Amundson, & William, 2000) especially to that of mother's education impacting academic performance in children of both boys and girls (Engelhard, 1989) Antagonistically, mother's exposure to college education influences children's career goals (Kerpelman, Shoffner, & Ross-Griffin, 2002) and children's attitude towards learning (Ricco, Mccollum, & Schuyten, 2003). This highlights that its parent's education and not income that contributes to educational outcome of children (Rubinstein & Tsiddon, 2004)

Adolescents transition to adulthood is impacted by parental support, relationship satisfaction and post transition adjustment (Levitt, Silver, & Santos, 2007) where scholastic ability and family background impacts educational success of students (McIntosh & Munk, 2007) and parenting style influencing adjustment to college (Koen Luyckx, Soenens, Goossens, & Vansteenkiste, 2007). Education for long has positively impacted socio economic status (Javed, Khilji, & Mujahid, 2008) where parent's education has gone a step further in influencing institution choice and career choice of labour decision (Mukherjee & Das, 2008) especially of mother's education on student's career choice options beginning at school itself (Falaye & Adams, 2008). Thus parental involvement goes a long a way in influencing college adjustment outcomes (Kuperminc, Darnell, & Alvarez-Jimenez, 2008) even with student's family background impacting student's own achievement (Nonoyama-Tarumi, 2008).

socio economic status impacts participation of students in higher education and parental education is a vital indicator of socio economic status (Aaro et al., 2009). It was found that parent's educational attitude varied by urban and rural areas where in rural areas educational resources are diverted towards boys with negative perception towards girls (E. Hannum, Kong, & Zhang, 2009). However, parents of rural India have high regard for education as they feel that their child would be respected once he or she obtain it (Pal, Lakshmanan, & Toyama, 2009). Mothers and teachers are also found to influence educational aspirations of students especially of low socio economic status (Mistry, White, Benner, & Huynh, 2009) as it is more profoundly the family background that comes into play for student's adjustment (Jiménez, Dekovic, & Hidalgo, 2009)

parent's education impacts intelligence of students from low socio economic status (Sidhu, Malhi, & Jerath, 2010) as the education and training impacts technology adoption in socio economic perspective where the intergenerational transmission of education especially that of daughters educational attainment depends on her mother's educational attainment (Daouli, Demoussis, & Giannakopoulos, 2010). The intergenerational effects on cognitive and non-cognitive development of parental education (Silles, 2011) has a larger replica observed in critical theory where the inter play of economic and social factors within higher education and the wider society in which it is situated (McArthur, 2011b) leaving a daunting belief that parents socio economic status impacts educational values and vocational choices (Osa-Edoh & Alutu, 2011)

social and economic returns to college education have long remained under the socio cultural aspects on its influence on science education especially of economically disadvantaged students as it is found to have profound impact on college performance of students with even parents educational background impacting first year college students . Parents thus impact childrens educational attainment . The educational barriers of rural youths are based on individual and contextual factors with one of them being parents education . Therefore, the intergenerational transmission of mother's sexist beliefs on traditional roles of women has to not to impact daughter's academic goals and academic performance (Montañés et al., 2012)

In brief, socio economic determinants of academic achievement among students are mothers education acting through parenting style leading to differing college students adjustment (Datu, 2012)

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calling out on establishing effective family friendly campuses (O'Meara, 2012). The tertiary level education which makes students attract towards them in terms of lucrative motives of economic returns (Hällsten, 2012) indicates that the pathways to engineering career are by far influenced by home and family factors like parental education and encouragement (Pearson Jr & Miller, 2012). In short, Educational family background and realisation of educational career intentions pumps up participation up in higher education (Weiss & Steininger, 2013) relying on the well known fact that parent's participation and involvement are vital for development and growth of children fuelling future orientation of like (Purtell & McLoyd, 2013). Thus parents facilitated and inhibited by ability play a positive and active role in their children's lives (Roberts, Coakley, Washington, & Kelley, 2014) while any parents demoralisation in context of socio economic adversity impacts of support for learning among students (Okado, Bierman, & Welsh, 2014)

The study seeks to analyse the relationship among mother's level of education on campus adaptations of students with the following research question and research objective: -

Research Question: - What makes campus adaptations of academic, social, physical - psychological and institutional attachment be unique across mother's level of education?
Research Objectives: - To examine existence of variance among campus adaptations of academic, social, physical psychological and institutional across mother's level of education.

1. Campus Adaptation: -
1.1 Academic Adaptation: Student's higher socio economic class choose prestigious tracks or academic major of tertiary level education (Hansen, 1997). Parents too are found influencing the boy child more into scientific thinking than girl child (Crowley, Callanan, Tenenbaum, & Allen, 2001) while the mothers and daughters in the family help adolescent students to achieve their academic goals (Kerpelman et al., 2002). On the whole parenting and campus climate experiences impact first year adjustment to college by students (Mounts, 2004). Further student's academic adjustments rely on family support (Lipschitz-Elhawi & Itzhaky, 2005) where family background forms the base for academic achievement (X. Z. Wu & Tian, 2008). The extended thought on career specific parental behaviours leaves an imprint on adolescent's development (Dietrich & Kracke, 2009) with the often much noticed parental psychological control and autonomy support revering on academic performance of students (Leuven, 2009). Hence parental perfectionism influences career decisions of students (Khasmohammadi et al., 2010). Never the less, building bridges for socio economically disadvantaged students towards better academic performance need to be prioritised (Phillips & Loch, 2011) as it the socio economic strata that has an impact on acceptance level of technology in education (P. Kim et al., 2011) influencing student's academic achievement (Shah, Atta, Qureshi, & Shah, 2012) and overall college adjustment (Sangeeta & Chirag, 2012). In brief, parents tend to be the most important criteria when selecting a career (Byrne, Willis, & Burke, 2012) and parental involvement with socio economic status makes academic achievement attainable (Altschul, 2012) levelling out the creativity especially that of students of underrepresented race in higher education like scheduled caste students in India. (Punia & Niwas, 2012). In short, parenting styles influence academic motivation and academic achievement in students (Reshvanloo & Hejazi, 2014) making learning experiences vivid with parental support and role models from one's academic major choice (Bieri Buschor, Berweger, Keck Frei, & Kappler, 2014) to that of enhancing lower verbal abilities cripples unduly by poverty towards academic performance (Kaya, Stough, & Juntune, 2016).

1.2 Social Adaptation:- Social support for long has proved to impact students individual college adjustment (Lipschitz-Elhawi & Itzhaky, 2005) with parental Attachment with Separation-Individuation influencing college student's adjustment (Mattanah, Hancock, & Brand, 2004) .The Impact of Socio-economic Status on Family Functioning (Tiffin, Pearce, Kaplan, Fundudis, & Parker, 2007) makes parenting belief on adjustment differ by race on college students (Farver, Xu, Bhadha, Narang, & Lieber, 2007). The gender difference too found to have inflicted on leaving parental home for higher education (Blaauboer & Mulder, 2010) making social capital via social network formation (Brooks, Welser, Hogan, & Titsworth, 2011) rely on subjective expectations that parents have about the costs and returns to education differing by region gender and caste (Maertens, 2011). Further social returns exceed economic returns in higher education (Hout, 2012) but still one finds gender difference existing in parental investment in childrens education as it a determinant of future earnings and composition of labour market n human capital (Yamauchi & Tiongco, 2013). In brief, Family Structure Impacts Attachment in College Student (Gourneau, Olmstead, Pasley, & Fincham, 2013) with working-class students experiencing a lower sense of belonging, perceive a less welcoming campus climate, and pursue fewer courses (K. Soria & Bultmann, 2014) contributing to mother's belief about children's education and socialisation differ by gender and social class (Yamamoto, 2015)

1.3 Physical – Psychological Adaptation: -
1.3.1 Physical Adaptation: -
Socio economic factors impacts student's health (Richter et al., 2009) as when it is coupled with urbanisation influences eating disorder resulting in obesity and other health disorder among students (Maruapula et al., 2011). It is also found that parent's attitude towards violence impacts student's perceptions of violence and safety on campus (Demir & Kumcagiz, 2015).

1.3.2 Psychological Adaptation: -
Socioeconomic disadvantage, proximal environmental experiences has its bearing on socio-emotional and academic adjustment (Felner et al., 1995). Socio economic status of students influences psychological problems with low socio economic status students having high level of psychological problems (Wadsworth & Achenbach, 2005). The adjustment to bereavement among college students where death of a loved one in family leaves the student psychological disturbed with troll over well being mentally (Michael & Snyder, 2005). Parental care thus acts as a social support resulting in psychological well being in students (Farruggia, Greenberger, Chen, & Heckhausen, 2006). Further the psychosocial variables like help seeking behaviour, academic motivation, self esteem, perceived stress and perceived academic load influences academic performances of students of low socio economic status (Petersen et al., 2009). In brief, there is a relationship between parents and children's automatic thoughts especially in college students (Donnelly, Renk, Sims, & McGuire, 2011) where lack of parental support has daring consequences like depression affecting self efficacy and overall personality of the students (Nasir, Mustaffa, Wan Shahrazad, Khairudin, & Syed Salim, 2011) even to that of sustained disruptive behaviour for longer period of time (McClelland & McKinney, 2015). In short, socio economic status affects cognitive flexibility of students (Clearfield & Niman, 2012) with its impact on academic achievement of students (Tucker-Drob, 2013) leaving a forethought that socio economic values set at family influences students well being (Trung, Cheong, Nghi, & Kim, 2013) and family achievement for always leaving an inflicting positive perspective on mental well being of college students (Covarrubias, Romero, & Trivelli, 2014).

1.4 Institutional Adaptation: -
Socio economic background influences access to institutions (Marcenaro-Gutierrez, Galindo-Rueda, & Vignoles, 2007) with strategic college application behaviour impacting choice of admission to the institutes (Ayalon, 2007). Parental Conceptions of institution readiness depends on Socioeconomic status, and children's skill levels (Barbarin et al., 2008) where students who enter

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early into higher education system complete course or have degree completion sooner (Van Elk, van der Steeg, & Webbink, 2011). Further family instability impacts college completion (Fomby, 2013); as parental divorce or marital discord impacts student persistence and academic achievement mostly among first year students (K. M. Soria & Linder, 2014). Therefore, institutions with low socio economic impact adversely impacted academic and psycho social outcomes of its students (Osborne, McPherson, Faulkner, Davidson, & Barrett, 2016) majorly with its class composition also coming to foreplay by socio economic characteristics of course mates leading to college enrolment (Choi, Raley, Muller, & Riegle-crumb, 2015).

The study proposes the following research hypothesis: -

H_0: - Campus adaptations of academic, social, physical – psychological and institutional environments do not vary among undergraduate students by their mother's level of education.

H_1: - There is a significant difference in campus adaptations of academic, social, physical – psychological and institutional adaptations impacted by undergraduate student's mother's level of education attained.

2. Methods: -

2.1 Participant: - The reference population were undergraduate 4-year B. tech students enrolled on a regular study mode at IIT's and NIT's. A total of 1460 students participated with 1420 of valid responses for an overall 97.26 percent participation rate after deducting the questionnaire that contained empty answers. Data was collected for 20 weeks across institutions of IIT's and NIT's. Of the 1420 undergraduate respondents on student mother's, 1.69% attained a doctorate degree, 19.57% attained master's degree, 33.09% attained bachelor's degree, 5.42% attained diploma, 13.66 % completed class 12, 11.6% completed class 10, 10.28% attended school, and 6.69 % were illiterates.

2.2 Sampling: - Probability sampling technique followed by cluster sampling in identification of institutes of IIT's and NIT's was adopted. This is followed up with stratified sampling in sample choice of undergraduate students' population and simple random in collecting data from the chosen student population stated above.

2.3 Instrument and Procedure: - The survey was conducted using a structured online questionnaire with reference to student's campus and non - campus email accounts. At all times, the students were informed of the anonymous, confidential, and voluntary nature of their participation and any doubts that arose were clarified.

2.4 Measures: - All the 21 items in the questionnaire were measured with rating on a five point Likert scale ranging from "1 = strongly disagree" to "5 = strongly Agree". Reliability and validity of the questionnaire was tested

3. Data Analysis: -

Multivariate analyses of variance (MANOVA) were conducted to asses' mother's education level group differences in campus adaptation. This was followed by discriminant analysis to determine the nature of effect of campus adaptations by each mother's education level group. There are several assumptions behind a MANOVA, including multivariate normality, linearity of relationships, low influence of univariate and multivariate outliers, homogeneity of variance– covariance matrices and an absence of multicollinearity. Each assumption was tested, and no serious violations were noted.

Table 1 :- Pearson Correlation

Campus Adaptation	1	2	3	4	M	SD
1.Academic Adaptation	1.00	.		.	2.60	0.702
2.Social Adaptation	0.577	1.00	.		2.72	0.755
3.Physical – Psychological Adaptation	0.523	0.577	1.00	.	2.28	0.771
4.Institutional Adaptation	0.576	0.616	0.791	1.00	2.14	0.784

Note :- n = 1420 .Correlations greater than 0.05 are statistically significant ($p < 0.5$)

A Pearson product moment correlation analysis, that examined the relationship between campus adaptations revealed correlations greater than 0.05, hence statistically significant

3.1 Descriptive Statistics: -

Table 2: - Distribution of difference in dimensions of campus adaptations

Mother's Level of Education	Academic		Social		Physical - Psychological		Institutional	
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
Doctorate degree (n = 24)	2.59	0.518	2.66	0.645	2.35	0.702	2.08	0.623
Masters degree (n = 278)	2.62	0.698	2.72	0.762	2.31	0.719	2.09	0.744
Bachelors degree (n = 440)	2.59	0.684	2.74	0.746	2.29	0.766	2.15	0.783
Diploma (n = 77)	2.53	0.684	2.60	0.747	2.24	0.817	2.12	0.858
Class 12 (n =194)	2.63	0.719	2.70	0.758	2.33	0.827	2.19	0.813
Class 10 (n = 166)	2.64	0.722	2.76	0.724	2.32	0.744	2.22	0.741
Went to School (n = 146)	2.55	0.718	2.69	0.783	2.23	0.767	2.13	0.832
Illiterate (n = 95)	2.60	0.773	2.73	0.819	2.10	0.848	2.06	0.824
Total (n =1420)	2.60	0.702	2.72	0.755	2.28	0.771	2.14	0.784

The mean in the descriptive statistics indicate that among undergraduate B.Tech students, students whose mothers qualified with doctorate degree to that of illiterate mother's, enjoyed high level of social adaptation with mother being doctorate degree (M = 2.66, SD = 0.645) masters degree (M =2.72, SD = 0.762) bachelors degree (M = 2.74, SD = 0.746) diploma (M = 2.60, SD = 0.747) class 12 (M = 2.70, SD = 0.758) class 10 (M = 2.76 , SD = 0.724) went to school = (M = 2.69, SD = 0.783) Illiterate = (M = 2.73, SD =0.819)

However, mother's education level across doctorate degree to being illiterate had lower level of institutional adaptation with doctorate degree parent (M = 2.80, SD = 0.623), master's degree (M = 2.09, SD =0.744) bachelor's degree (M = 2.15, SD = 0.783) Diploma (M = 2.12, SD = 0.858) class 12 (M = 2.19, SD = 0.813) class 10 (M = 2.22, SD = 0.741) Went to school (M = 2.13, SD = 0.832) and illiterate mother (M = 2.06, SD = 0.824)

Further within Academic Adaptation, class 10 qualified parent had high level of impact on adaptation (M = 2.64, SD = 0.722) and Illiterate parent impacted low level of adaptation (M = 2.53, SD = 0.684)

In Social Adaptation, class 10 qualified parent had high level of impact on adaptation (M = 2.76, SD = 0.724) and diploma qualified parents impacted in low level of adaptation (M = 2.60, SD = 0.747)

In Physical – Psychological adaptation, doctorate degree qualified parent had high impact on level of adaptation (M = 2.35, SD = 0.702) and illiterate parent impacted in low level of adaptation (M = 2.10, SD = 0.848)

In Institutional adaptation, class 10 parent had high impact on student's level of adaptation (M = 2.22, SD = 0.741) and illiterate parent impacted on student's low level of adaptation (M =2.06, SD = 0.824)

Overall, across campus adaptations and mother's educational level groups, students had high level of social adaptation (M = 2.72, SD = 0.755) and low level of Institutional adaptation (M = 2.14, SD =0.784). However, within mother's educational level, class 10 parent had high level of social adaptation (M = 2.76, SD = 0.724) and illiterate parent

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impacted in low level of institutional adaptation (M = 2.06, SD = 0.824).

3.2 Inferential statistics: -

The Box's M value of 94.620 indicates test of assumption of equality of covariance matrices are roughly equal as assumed with p = 0.036 (p > 0.001).

Using Manova test statistic of Pillai's Trace, there was no significant effect of mother's level of education on students Academic, Social, Physical – Psychological and Institutional campus adaptations (V = 0.020, F (28, 5648) = 1.029 and p = 0.422) *(p > 0.05).

Using Manova test statistic of Wilks Lambda, there was a significant effect of mother's level of education on students Academic, Social, Physical – Psychological and Institutional campus adaptations (Λ = 0.980, F (28, 5081) = 1.029 and p = 0.422) *(p >0.05).

Using Manova test statistic of Hotelling's trace, there was a significant effect of mother's level of education on student's campus adaptations of Academic, Social, Physical – Psychological and Institutional (T = 0.020, F (28, 5630) = 1.029 and p = 0.423) *(p > 0.05).

Using Manova test statistic of Roy's largest root, there was a significant effect of mothers level of education on students campus adaptations of Academic, Social, Physical – Psychological and Institutional (Θ = 0.011, F (7,1412) = 2.303 and p = 0.025) *(p < 0.05).

The univariate test statistic with levenes test of equality of variances for each of the dependent variable is non-significant i.e. p > 0.05 with academic adaptation of 0.242, social adaptation of 0.796, physical – psychological adaptation of 0.562 and institutional adaptation of 0.352 enabling the assumptions of homogeneity of variance being met.

However separate univariate analysis or anova on the outcome with F (7, 1412) for Academic, social, Physical – Psychological and institutional adaptation revealed a non significant effect with F value (0.358) (0.468) (1.137) and (0.643) with p value (0.927) (0.858) (0.337) and (0.720)

Further the between – subjects SSCP matrix indicates that the sum of squares for the error SSCP matrix are substantially bigger than in the model (or mother's education) SSCP matrix, whereas absolute values of cross products are fairly similar. This pattern of relationship indicates that the relationship between dependent variables is significant than individual dependent variables themselves. Thus to determine the nature of effect of age among dependent variables Manova is followed with discriminant analysis

The first discriminant function explained 55.8% of the variance with canonical R^2 = 0.011; the second discriminant function explained 27.5 % of the variance with canonical R^2 = 0.006; the third discriminant function explained 10.1 % of the variance with canonical R^2 = 0.002; the fourth discriminant function explained 6.6 % of the variance with canonical R^2 = 0.001 indicates that the variance in the canonical derived dependant variable was associated for mother's level of education.

In combination these discriminant functions did not significantly discriminate the student's adaptations by mother's education level with the first function Λ = 0.980, x^2 (28) 28.805, p = 0.422 (p > 0.05); The second discriminant function Λ = 0.991, x^2 (18) 12.764, p = 0.805 (p > 0.05). The third discriminant function Λ = 0.997, x^2 (10) 4.835, p = 0.902 (p > 0.05) and the fourth discriminate function Λ = 0.999, x^2 (4) 1.902, p = 0.754 (p > 0.05) indicates the non significant effect of discriminant functions.

The correlations between outcomes and the discriminant functions revealed that social adaptation loaded highly on third function (r = 0.963) indicating it contributed more to the mother's education level group separation (Bragman, 1970) than the relatively fair high loading in positive relationship with fourth function (r = 0.064) with negative relationship in first function (r = - 0.028) and second function (r = - 0.260);

Institutional adaptation loaded highly on third function (r = 0.775) indicating it contributed more to the mother's education level group separation than the relatively high loading in positive relationship with second function (r = 0.571) and fourth function (r = 0.271) negated by negative relationship in the first function (r = - 0.031);

Physical – psychological adaptation loaded highly on third function with (r = 0.713) indicating it contributed more to the mother's education level group separation than the than relatively fair high loading in the first function (r = 0.570) second function (r = 0.388) and fourth function (r = 0.127)

Lastly, academic adaptation loaded highly on fourth function with (r = 0.836) indicating it contributed more to the mother's education level group separation than the relatively fair high loading in positive relationship with first function (r = 0.138) and third function (r = 0.524) with negative relationship in the second function (r = - 0.090)

3.2 Findings: -

The mother's education level of doctorate degree had positive outcomes on academic (0.270) adaptation with negative outcomes on social (-0.019) physical – psychological (-0.075) and institutional (-0.012) adaptation.

The mother's education level of master's degree had positive outcomes in academic (0.137) and institutional (0.011) adaptation with negative outcomes on social (-0.081) and Physical –psychological (-0.017) adaptation

The mother's education level of bachelor's degree had positive outcomes on physical – psychological (0.030) adaptation with negative outcomes in academic (-0.004) social (-0.012) physical –psychological (-0.123) and institutional (-0.013) adaptation

The mother's education level of diploma degree had positive outcomes in social (0.134) adaptation with negative outcomes in academic (-0.034) physical – psychological (-0.123) and institutional (-0.013) adaptation .

The mother's education level of class 12 had positive outcomes in academic (0.043) social (0.086) and institutional (0.055) adaptation with negative outcome in physical – psychological (-0.002) adaptation.

The mother's education level of class 10 had positive outcomes in social (0.059) physical – psychological (0.070) and institutional (0.031) adaptation with negative outcomes in academic (-0.053) adaptation.

The student's mothers who only attended school had positive outcomes in social (0.044) adaptation with negative outcomes in academic (-0.102) physical – psychological (-0.034) and institutional (-0.045) adaptation.

The student's mothers who were illiterate had positive outcomes in institutional (0.051) adaptation with negative outcomes in academic (-0.265) social (-0.158) and physical – psychological (-0.039) adaptation.

Conclusions: - The student's mother's doctorate degree had positive academic adaptation with negative social, psychological and institutional adaptation. This could be as mothers who are highly qualified are more stringent on their children with regard to

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academics that build up pressure socially inflicting psychological levels towards persistence at institutions. The student mothers who had a master's degree had positive academic and institutional adaptation with negative social and psychological adaptation. This could be as mother's level of academic attainment influences their children towards better academics and choice of institute that surmounts to pressure psychologically. The student's mothers who were graduate had positive academic adaptation but negative social, physical- psychological and institutional adaptation. This could be as mothers want their children to relive and fulfil their academic goals and purpose that was less attainable at their time. Mothers who qualified as diploma holders had positive impact on student's social adaptation but negative effect in terms of academic, physical – psychological and institutional adaptation. This could be as mothers as lower qualified tend to less exert themselves on children that aches the academics of students as children. Mothers who attended class 12 had positive impact on academic and social and institutional adaptation but negative impact on physical – psychological adaptation. This could be as mothers could not better understand academics than good grades. The pressure to perform well exerted the level of pertinence in students. Mothers qualified at class 10 had negative impact on academic adaptation with positive impact on social, physical – psychological and institutional adaptation. They could possibly no longer usher learning in their children while resting more on their child's overall development at institution both socially and physical – psychologically. Mothers who only attended school for some time had positive impact on social adaptation with negative impact on academic, physical – psychological and institutional adaptation revealing that for mothers bent on that their child behaved and executed his mannerisms in society of being a good man than achieving high grades. Illiterate mothers had positive impact on institutional adaptation than on academic, social and physical – psychological adaptation inflicting that mothers wanted their child to persist and complete his graduation at institution that could achieve on to attaining a mile yet mumbled under the desires of learning of a mother. In brief, though overall the percentage of educated qualified mothers remains low, it definitely shows that the quality of education a mother receives has an effect on the child's experiences as a student at college campuses.

Implications: - The hand that rocks the cradle rules the world – this phrase itself exerts the level of influence a mother can have on her child's educational attainment with all round growth and development. The charm of being called the mama's boy or girl is on a different elevated plane than the counterfactual level with dad's beloved. Moreover, though mother is always known as the child's first teacher, the degree of influence of a mother by her level of education could always have a significant effect on her child's nature of adaptation to campus as a student.

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