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Adjustment and Self-Confidence among the Children of Working and Non-Working Mothers

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Abstract

The present study was undertaken to comparative study of adjustment and intelligence among the children of working and non working mothers. The sample consists of 160 students of 9th to 12th class of four Government school of Chandigarh were selected as a purposive and random sample. Data was collected by adjustment inventory for school student by Sinha and Singh (1984) and self confidence scale by Agnihotri (1987). The data obtained were analyzed statistically with the help of Mean, SD, t-ratio and correlation was used to arrive at the following conclusions: (i) There is significant difference in overall adjustment between the children of working and non-working mothers. (ii) There is significant difference among social, emotional and educational adjustment for the boys of working and non-working mothers. (iii) There is significant difference among social, emotional and educational adjustment of the girls of working and non-working mothers. (iv) There is significant difference among social, emotional and educational adjustment for the children of working and non-working mothers. (v) There is significant difference in self-confidence between for the children of working and non-working mothers. (v) There is positive and significant relationship between self confidence and adjustment for the children of non-working mothers is better than the working mothers.

Keywords: Adjustment, Working Women, Non- Working Women, Self-Confidence

Introduction

Education is a constructive process, which drags a person out from darkness, poverty and misery, lead him on the polls of enlightenment, prosperity and developing his individuality in all its aspects i.e. physical, mental, emotional and social. Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially lies. Education teaches adaptation to environment, life and existence. Education also dispels ignorance and is a wealth that cannot be robbed. It widens the mental horizon, thinking, and imagination. It enables one to adjust himself to the changing patterns of life. It should be thought of, as the process of man's reciprocal adjustment to nature, to his fellows, and to the ultimate nature of the cosmos. It can be said that education has an immense impact on the human society. One can safely assume that a person is not in proper sense till he is educated (Kaur & Kumar, 2008).

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances; it is concerned with the individual's ability to cope effectively with his environment. The term 'adjustment' has two meanings. In one sense, it is a continual process by which a person varies his behaviour to produce

a more harmonious relationship between himself and his environment, the direction of his efforts may be toward modifying his own behaviour and attitudes or toward changing the environment or both. In other sense, adjustment is a state, i.e. the condition of harmony arrived at by a person whom we call "well adjusted" (Agarwal, 2003).

The word "Adjustment" has been described in many ways by different psychologists, biologists, mental hygienists and other behavioural scientists. The "effectiveness of the individual's effort to meet his needs and adapt to his environment" is called adjustment (Coleman, 1960). Adjustment is a process by which individual tries to bring harmony, stable and satisfying relationship with his environment. By this process, the individual alters his impulses and responses to fit the demands of his environment. A good adjustment always aims at long-term satisfaction instead of satisfying an immediate intense need. He has control on impulses, thoughts, habits, emotions and behaviours in terms of self imposed principles or of demands made by the society. He enjoys a normal life, which is free from depressions, tensions, fears, acute anxiety, hostility, sense of guilt, insecurity, disruption of thought etc. to a great extent. In short, it can be said that his behaviour is not disturbing to himself and to the people around him (Sultania, Thakur & Prabhanshu, 2010).

Adjustment during old age is difficult because of the limited capacity of the old and their diminishing energy and declining mental abilities. Health conditions affect adjustment in old age. Due to health problems, older people suffer social losses by loss of work associates, death of relatives, friends, spouse etc., which restrict their participation in social activities. Problems of aged have arisen due to breakdown of traditional social network and changing value system (Prasad, 1991). Retirement makes aged economically dependent. In old age, psychological problems arise due to death of spouse. Elderly feel loss of relationships as for them retirement is loss of contract with coworkers. Sharma and Singal (1987) reported that the acute problems faced by the aged pertain to financial stringency, withdrawal from the mainstream of the society and the feeling of uselessness, segregation from younger generation, poor health and slow cognitive functioning.

The term adjustment has two meanings. In one sense it is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. In other sense, adjustment is a state i.e. the condition of harmony arrived at by a person whom we call "well adjusted" (Arthur, Arthur, McConnell & Challman, 1950).

Adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be internal or external to whom the individual has to react. The conflict between varying needs make the adjustment a complicated process. If we gratify one of the conflicting needs, the needs which are not gratified, will produce frustration and leads sometime to abnormal behavior. Adjustment is a continued process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Ability of a person to adjust oneself with his/her social environment

depends upon one's emotional intelligence (Devi, 2017).

Darwin (1859) gave a theory of evolution and maintained that only those organisms survive who are most fitted to adapt to the hazards of the world. Adjustment is a two way process and involves not only the process of fitting oneself into only the process of fitting oneself into available circumstance but also the circumstances to fit one's needs. The following area of adjustment such as: *Home Adjustment*: Adjustment at home may be said to be the relationship between family members and the understanding with each other. *Health Adjustment*: Health in its broadest aspect is essential to a well-balanced personality. People in health often deficient in surpluses energy lacking in self-control and pessimistically oriented towards life. *Social Adjustment*: Social adjustment is determined by how adequately the individual plays the social role that is expected of their and how much personal satisfaction he derives from playing their role. *Emotional Adjustment*: An emotionally adjusted person is one who is able to meet the demand made upon him by the society and the environment. The emotional development of the well-adjusted individual depends upon maturation and learning.

The many psychologists and scholars differ considerably in interoperating its meaning and nature from the following definitions such as: According to Good (1959) "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment." A well adjusted person uses his knowledge and skill. He can meet his needs with the resources available in this environment. In evaluating the individual's adjustment, we must consider all his habits and attitudes which are used to satisfy organism's social and personal demands. Adjustments are learned and used again and again so that they become habitual and easy. Adjustment solves the problems without creating worst problems to be handled (Woodworth & Marquis, 2014).

Family plays an important role in developing the intelligence and adjustment of the child. The child is just like clay and family gives shape to that clay. Home environment leaves immense influence on the child because home is the first social environment where he fulfils his physical, mental and cultural needs. In a home where a mother cares for her child, the child feels secure. The working mothers have responsibilities of the household and of looking after children. The ideas of multiple responsibilities also create problems for working mothers. On one hand they want to be efficient workers and try hard to fulfill the job duties and at the same time they also want to be wives, good mothers and better home managers. A woman if she is engaged in some sort of work and remains absent from home say 6-8 hours a day is said to be working woman. Non-working mothers have to perform only one role i.e. to remain at home and perform her duties as a mother and housewife. Those mothers who are not employed and do not stay away from their homes. Non-working mothers are not engaged in any work outside or inside home except household work. A woman is said to be a non-working woman if she remains at home throughout the day and is not engaged in any activity outside the home.

Working mothers are those women who besides performing their domestic duties, work outside the home for a wage or salary in order to realize their

potentialities and thus creating a meaning for themselves and achieving self-reliance. Besides this, the factor of economic compulsions is also very important in this regard. As the cost of living is very high, the husband alone cannot deliver the requirement of the family. So woman has to shoulder the responsibility of her husband so that they can impart proper education and meet the other basic requirements of their children. A working woman thus has to come up with a tight schedule of duties, official as well as domestic. The working mothers, therefore, can afford less time for their children as compared to non-working mothers. Non-working mothers are those women who remain confined to the domestic sphere and manage all the household chores including child rearing. To be good homemakers, such mothers need to be proficient in domestic chores. Housekeeping and bringing up children are their first priorities and full time job.

But at the same time they as mothers have a demanding role towards their child i.e. to set an example in achieving the higher goals of life and having proper adjustment with self and environment. And again, it's the mother who developed the values not to be aggressive in life. The mother is an important figure in family development. As care, love, tenderness and compassion are innate qualities. She imparts these sterling values to her children in their upbringing. The working mothers especially after a hard day's work in an office, followed by household chores, can hardly find time for the child care and attention children who are left in the care of relations, day care centre or paid servants are after deprived of motherly love and care. This creates a lot of problems for all over growth and development of their children. The dual role of working mother inside and outside the home has completed her position and behavior towards the family and society. The task of showing love and affection along with being an active mother of society had made her position always at stake, working mother is trying to combine her roles of mother and employee both of which may involve her full time responsibility.

One of the most significant changes that the modern era has ushered in is the rising number of women taking up gainful employment. There is phenomenal increase in the number of women combining marriage and career. Many women have rejected the traditional view about women's place being "Home and Hearth". A large number of myths and doubts about their capabilities and potential have been dispelled. Industrialization, urbanization and modernization have brought the gradual emancipation of women from and comparatively inferior, secondary and supportive status to a position of relative equality. One of the most fundamental and remarkable change since India's Independence is the emergence of women from the exclusive seclusion of the home into activities of the force.

Working women's position in family as well as among relatives has palpably become elevated owing to employment. They are not now considered as non-entity. From the state of parasitic existence, they emerged as individuals, socially useful and economically important. It has been noted that their opinions and views are sought for, and given due weight-age in sorting out problems of the family be it nuclear or large joint family. Being involved in extra domestic activities their range of abilities has been increased by the help of which they can tackle and solve problems of

different kinds more efficiently now.

Tradition played a significant role in relegating "home to women". A woman is primarily associated with the home and man with the outside world. As home makers, women are expected to look after domestic chores. In the cultural understanding of the people, child bearing, child rearing and home making cannot be distinguished from femininity. In other words these are gender-linked roles for women.

The concept of self-confidence, self-assurance in one's personal judgment, ability, power, etc. One increases self-confidence from experiences of having mastered particular activities (Snyder & Lopez, 2009). It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy (Zellner, 1970).

According to Agnihotri (1987) viewed, "Self-confidence as one of the aspect of personality trait Self-confidence refers to a person's perceived ability to tackle situations successfully without learning from others and to have a positive self-evaluation."

Self-confidence is the confidence one has in oneself, one's knowledge and one's abilities. It is the confidence of the type: "I can do this". "I have the ability to do this". Self-confidence is the one thing that is much more important than many other abilities and traits. If one does not have self-confidence, what one do will never become fruitful at all? The fruits of what one does without self-confidence are lost. The Merriam Webster's Dictionary (1973) definition of self-confidence is, "Confidence in oneself and in one's powers and abilities." Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is an attribute of perceived self. Self-confidence refers to a person's perceived ability to take situations successfully without leaning on others and to have a positive self-evaluation (Breckenridge & Vincent 1965).

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Self confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self confidence is used to refer to individual's judgments about themselves. Children with over all high self concepts are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low self confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attracting attention. The future of students depends mostly on their self-confidence. Self-confidence is the essential factor of personality. On the strength of self-confidence the students can solve the difficulties in individual, social, intellectual, educational fields (Malik & Yogesh, 2014).

Self-confidence, the essential individual quality which determines the ability to use knowledge, was not considered at all. At best, self-confidence was confused with conceit and considered an undesirable attribute. Self-confidence means a trust in self, knowledge of one's limitations and of one's strengths, a faith in one's ability to be able to meet situations as they may arise. Ability to spell words correctly is competence. Ability to spell and confidence in one's ability to use the words correctly to communicate, how one feels and thinks is self-confidence plus competence. Neither is fully useful without the other. Each may be dangerous to the personality without the other. Democratic living can survive only upon a base of self-confident and competent people educated about them and trained in the use of skills which they will need to use. Self-confidence is the trademark of personality developed in a democratic atmosphere. It is self-confidence without arrogance or pomposity. It is a self-confidence which makes every man and woman a potential leader in his everyday life and in his nation's crises (Moore, 1952).

Parents' attitudes are crucial to children's feelings about themselves. When parents provide acceptance, children receive a solid foundation for good feelings about themselves if one or both parents are excessively critical or demanding, if they are overprotective and discourage moves towards independence, children may come to believe that they are incapable, inadequate or inferior. If parents encourage children's moves towards self reliance and accept and love their children when they make mistakes, children will learn to accept themselves and will be on their way to develop self-confidence.

Need and Significance of the Study

In the fast changing world of technology, vast expansion of knowledge has brought a change in living of people. The study of adjustment and self-confidence among the children of working and non-working mothers is the most significant factor among school children. Many studies show the importance of adjustment and self-confidence among the children of school. Therefore in order to give some concrete suggestions to the sociologists, guidance workers, administrators, educationists and especially enlightened parents, who are interested in their children's development, this humble study is taken. The working and non-working mothers will be able to know about the adjustment and self-confidence of their wards and improve them to become a balanced personality.

With rapid industrialization and urbanization in the society an individual life has become very confused and insecure. It has been recognized a national or international level that there is the immense need to develop self-confidence and to make children socially adjustable. For making the child well-adjusted individual only formal education is not enough but also informal education which the child get from the family. Having working or non-working mother is one of the factors which are felt to effect directly the development of self-confidence and adjustment among the children. The study under investigation can be great help in realizing role of working and non-working mothers in maintaining adjustment and self-confidence among their children. Therefore, the investigator made an attempt into the comparative study of adjustment and self-confidence among the children of working and non-working

mothers.

Operational Definitions of Important Terms

(i) *Adjustment*: The process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. In the present study scores obtained by the students in three areas of adjustment i.e. Emotional, Social and Educational through the adjustment inventory prepared by Sinha and Singh (1984) were studied.

(ii) *Secondary School Students*: Secondary School students are students of classes 9th to 12th. These are those students who are passing through the period of adolescence, which is the most important period of human's life. In the present study only students who were studying in class 9th to 12th were taken up.

(iii) *Working and Non- Working Status of Mothers*: Working status of mother means that either mothers who have paid work outside home (working mothers) or full time mothers (non-working mothers). In the present study, students of both, working as well as non-working mothers were considered, in order to compare adjustment and self confidence.

(iv) *Self- Confidence*: Confidence is a feeling of trust in someone or something. To be self-confident is to have confidence in you. Self-confident people don't doubt themselves. This is usually a positive word: you can be self-confident without being cocky, arrogant, or overconfident. If you know what you're doing, you have every reason to be self-confident.

Objectives

1. To study broadly the overall adjustment of children of working and non-working mothers.
2. To study the social adjustment of the boys of working and non-working mothers.
3. To study the emotional adjustment of the boys of working and non-working mothers.
4. To study the educational adjustment of the boys of working and non-working mothers.
5. To study the social adjustment of the girls of working and non-working mothers.
6. To study the emotional adjustment of the girls of working and non-working mothers.
7. To study the educational adjustment of the girls of working and non-working mothers.
8. To study the social, emotional and educational adjustment children of the working and non-working mothers.
9. To study the self-confidence of children of the working and non-working mothers.
10. To study the relationship between self -confidence of children of working and non-working mothers.

Hypotheses

- H₁: There is no significant difference between the broadly overall adjustment of children of working and non-working mothers.
- H₂: There is no significant difference between the social adjustment of the boys of working and non-working mothers.
- H₃: There is no significant difference between the emotional adjustment of the boys of working and non-working mothers.

- H₄: There is no significant difference between the educational adjustment of the boys of working and non-working mothers.
- H₅: There is no significant difference between the social adjustment of the girls of working and non-working mothers.
- H₆: There is no significant difference between the emotional adjustment of the girls of working and non-working mothers.
- H₇: There is no significant difference between the educational adjustment of the girls of working and non-working mothers.
- H₈: There is no significant difference between the social, emotional and educational adjustment children of the working and non-working mothers.
- H₉: There is no significant difference between the self-confidence of children of the working and non-working mothers.
- H₁₀: There is no significant relationship between adjustment and self-confidence of children of the working and non-working mothers.

Methodology of the Study

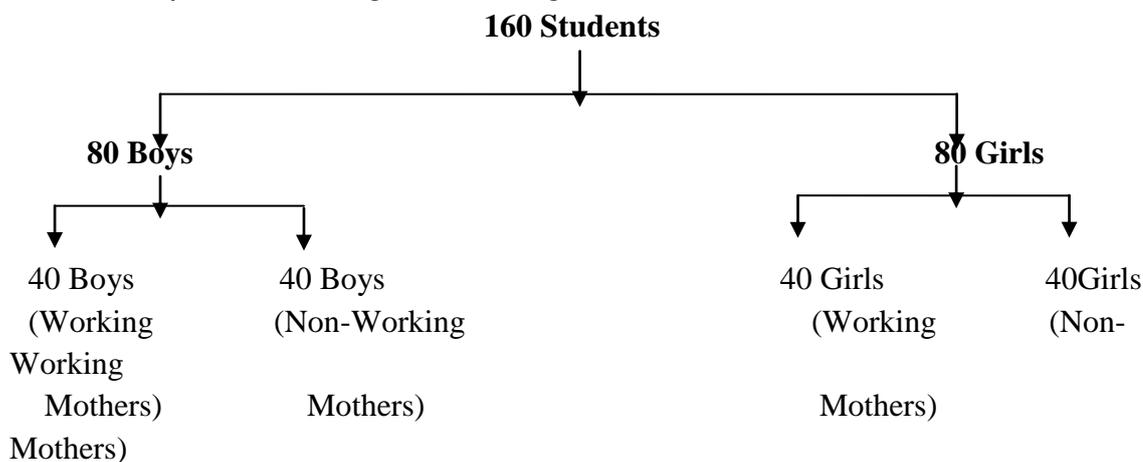
Methodology makes the most important contribution towards the environment of any study. To undertake any research it is necessary to design and plan the procedure and method to be used. In a research there are numerous methods and procedures to be applied. But, it is the nature of the problem under investigation which determines the adoption of a particular method and procedure. A procedure to the researcher is as tools are to the carpenter. Various steps of research methodology to be followed in the present study are as:

Sample

The present study consists of 160 students of 9th to 12th class students of four different Government schools of Chandigarh. The 80 boys consisting of 40 boys each of working mothers and non-working mothers of Chandigarh and 80 girls comprising 40 girls each of working and non-working mothers of Chandigarh were taken. The sample was taken using purposive and random sample techniques.

Design

The design of present study was based on the sample of 160 students of Chandigarh. The variables under consideration are adjustment and intelligence. The schematic layout of the design is following such as:



Tools used

- 1 Adjustment Inventory for School Student by Sinha and Singh (1984) was used.
- 2 Agnihotri’s Self Confidence Inventory (1987) was used.

Procedure

In the present study tools were employed on a random sample of 160 school students of 9th to 12th Classes students of Government schools of Chandigarh. Before collection of data, permission of the head of the institution was taken by explaining him/her the purpose of the study. After getting permission the tools were administered to the students. The students were given instructions regarding filling of responses and request the students to give true responses. After collecting data, scoring was done and results were compared by using statistical techniques and then interpreted accordingly.

Analysis and Interpretation of the Results

The statistical techniques used in the study were: Mean, SD, t-test and Correlation. The results are given in table 1, 2, 3, 4, 5 & 6

Table-1: t-ratio of total adjustment among the children of working and non-working mothers

Variable	Working Mothers			Non-Working Mothers			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Total Adjustment	80	23.85	7.36	80	19.45	7.11	1.14	3.85**

**Significant at 0.01 level

(Critical Value 1.98 at 0.05 and 2.61 at 0.01 levels, df 158)

Table-1 shows that the mean scores on total adjustment of children of working mothers is 23.85, which is smaller than the corresponding mean 19.45 of the children of non-working mothers. The t-value for testing the significance of mean differences on total adjustment of the children of working and non-working mothers is 3.85, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis **H₁**: There is no significant difference between the total adjustment among the children of working and non-working mothers, is rejected. The result indicates that there is significant difference in total adjustment among the children of working and non-working mothers. The results were consistent with the findings of Jain and Jandu (1998) revealed that there was a significant difference in adjustment of boys. Kumar (2010) found that significant difference was observed in the total adjustment of boys and girls of non-working mothers. Parmar and Kaji (2014) found that there is significant difference between total adjustment, social adjustment and emotional adjustment of school students in relation to Boys and Girls. The total, social and emotional adjustment is high level of Girls more than the Boys. Syed and Khan (2017) found that children of non-working mothers possess better social, emotional and home adjustment than that of children of working mothers. The results were not consistent with the findings of Peleg, Halaby and Whaby (2006) found that children of working mothers were having more difficulties and being less adjusted to kinder garden.

Table-2: t-ratio among Social, Emotional and Educational Adjustment among the boys of working and non-working mothers

Variables	Working Mothers			Non-Working Mother			SE _D	t - value
	N	Mean	SD	N	Mean	SD		
Social Adjustment	40	7.08	3.71	40	10.76	3.24	0.78	4.72**
Emotional Adjustment	40	7.28	3.27	40	5.42	2.53	0.65	2.86**
Educational Adjustment	40	7.23	3.59	40	5.63	3.08	0.75	2.14*

*Significant at 0.05 level

**Significant at 0.01 level

(Critical Value 1.99 at 0.05 and 2.64 at 0.01 levels, df 78)

Table-2 reveals that the mean scores on social adjustment of the boys of working mothers is 7.08 which is less than the corresponding mean 10.76 of the boys of non-working mothers. The t-value testing the significance of mean differences on social adjustment of the boys of working and non-working mothers is 4.72, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis **H₂**: There is no significant difference between the social adjustment among the boys of working and non-working mothers, is rejected. The result indicates that there is significant difference in the social adjustment among the boys of working and non-working mothers. The results were consistent with the findings of Jain and Jandu (1998) revealed that there was a significant difference in adjustment of boys and girls. The result are not supported by finding of the study of Dhillon (2006) concludes that there is no significant difference between social, emotional, educational and total adjustment of girls and boys having working and non-working mothers.

Table-2 reveals that the mean scores on emotional adjustment of the boys of working mothers is 7.28 which is higher than the corresponding mean 5.42 of the boys of non-working mothers. The t-value testing the significance of mean differences on emotional adjustment of the boys of working and non-working mothers is 2.86, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis **H₃**: There is no significant difference between the emotional adjustment among the boys of working and non-working mothers, is rejected. The result indicates that there is significant difference in the emotional adjustment among the boys of working and non-working mothers. The results were consistent with the findings of Jain and Jandu (1998) revealed that there was a significant difference in adjustment of boys and girls. The result are not supported by finding of the study of Dhillon (2006) concludes that there is no significant difference between social, emotional, educational and total adjustment of girls and boys having working and non-working mothers. The results were not consistent with the findings of Parmar and Kaji (2014) found that there is no

significant difference between school adjustment of school students in relation to Boys and Girls.

Table-2 reveals that the mean scores on educational adjustment of the boys of working mothers is 7.23 which is higher than the corresponding mean 5.63 of the boys of non-working mothers. The t-value testing the significance of mean differences on educational adjustment of the boys of working and non-working mothers is 2.14, which in comparison to the table value is significant at 0.05 levels of significance. Hence, the null hypothesis **H₄**: There is no significant difference between the educational adjustment among the boys of working and non-working mothers, is rejected. The result indicates that there is significant difference in the educational adjustment among the boys of working and non-working mothers. The results were consistent with the findings of Jain and Jandu (1998) revealed that there was a significant difference in adjustment of boys and girls. The result are not supported by finding of the study of Dhillon (2006) concludes that there is no significant difference between social, emotional, educational and total adjustment of girls and boys having working and non-working mothers.

Table-3: t-ratio among Social, Emotional and Educational Adjustment of the Girls of working and non-working mothers

Variables	Working Mothers			Non-Working Mothe			SE _p	t-value
	N	Mean	S.D.	N	Mean	S.D.		
Social Adjustment	40	10.26	2.13	40	11.78	2.48	0.52	2.92**
Emotional Adjustment	40	12.65	2.15	40	14.08	2.42	0.51	2.80**
Educational Adjustment	40	12.85	2.83	40	10.34	2.34	0.58	4.33**

**Significant at 0.01 level

(Critical Value 1.99 at 0.05 and 2.64 at 0.01 levels, df 78)

Table-3 shows that mean scores on social adjustment of the girls of working mothers is 10.26 which is less than the corresponding mean 11.78 of the girls of non-working mothers. The t-value testing the significance of mean differences on social adjustment of girls of working and non-working mothers is 2.92, which in comparison to the table value is significant even at 0.01 levels of significance. Hence, the null hypothesis **H₅**: There is no significant difference between the social adjustment among the girls of working and non-working mothers, is rejected. The result indicates that there is significant difference in social adjustment among the girls of working and non-working mothers. The results are supported by the finding of Parmar and Kaji (2014) found that there is significant difference between boys and girls school students of social adjustment.

Table-3 shows that the mean scores on emotional adjustment of the girls of working mothers is 12.65 which is less than the corresponding mean 14.08 of the girls of non-working mothers. The t-value testing the significance of mean differences on emotional adjustment of the girls of working and non-working mothers is 2.80, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis **H₆**: There is no significant difference between the emotional adjustment among the girls of working and non-working mothers, is rejected. The result indicates that there is significant difference in the emotional adjustment among

the girls of working and non-working mothers. The results are supported by the finding of Parmar and Kaji (2014) found that there is significant difference between boys and girls school students of emotional adjustment

Table-3 shows that the mean scores on educational adjustment of the girls of working mothers is 12.85 which is larger than the corresponding mean 10.34 of the girls of non-working mothers. The t-value testing the significance of mean differences on educational adjustment of the girls of working and non-working mothers is 4.33, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis H_7 : There is no significant difference between the educational adjustment among the girls of working and non-working mothers, is rejected. The result indicates that there is significant difference in educational adjustment among the girls of working and non-working mothers.

Table- 4: t-ratio among Social, Emotional and Educational Adjustment of the Children of working and non-working mother

Variables	Working Mothers			Non-Working Mother			SE _D	t-value
	N	Mean	SD	N	Mean	S.D.		
Social Adjustment	80	10.76	2.54	80	12.07	2.46	0.40	3.28**
Emotional Adjustment	80	12.52	2.64	80	10.75	2.52	0.49	3.61**
Educational Adjustment	80	13.37	2.25	80	12.26	2.21	0.35	3.17**

***Significant at 0.01 level*

(Critical Value 1.98 at 0.05 and 2.61 at 0.01 levels, df 158)

Table-4 reveals that the mean scores on social adjustment of children of working mothers is 10.76 which is less than the corresponding mean 12.07 of the children of non-working mothers. The t-value testing the significance of mean differences on social adjustment of the children of working and non-working mothers is 3.28, which in comparison to the table value is significant at 0.01 levels. There is no significant difference between the social, emotional and educational adjustment children of the working and non-working mothers. The result indicates that there is significant difference in social adjustment among the children of working and non working mothers. The results are not supported by the finding of Sultania, Thakur and Prabhanshu (2010) found that working women are more positive adjustment in social than non working women. Kumar (2010) found that there exists no significant difference in the social adjustment of students of working and non-working mothers.

Table-4 reveals that the mean scores on emotional adjustment of children of working mothers is 12.52 which is less than the corresponding mean 10.75 of the children of non-working mothers. The t-value testing the significance of mean differences on emotional adjustment of the children of working and non-working mothers is 3.61, which in comparison to the table value is significant at 0.01 levels of significance. The result indicates that there is significant difference in emotional adjustment among the children of working and non working mothers. The results are not supported by the finding of Sultania, Thakur and Prabhanshu (2010) found that Working women are more adjustment in emotional then non working women. Kumar

(2010) found that there exists no significant difference in the emotional adjustment of students of working and non-working mothers.

Table-4 reveals that the mean scores on educational adjustment of children of working mothers is 13.37 which is more than the corresponding mean 12.26 of the children of non-working mothers. The t-value testing the significance of mean differences on educational adjustment of the children of working and non-working mothers is 3.17, which in comparison to the table value is significant at 0.01 levels of significance. Hence, the null hypothesis H_0 : There is no significant difference among social, emotional and educational adjustment of children of working and non-working mothers, is rejected at both levels. The result indicates that there is significant difference in the social, emotional and educational adjustment among the children of working and non-working mothers. The results are not supported by the finding of Kumar (2010) found that there exists no significant difference in the educational adjustment of students of working and non-working mothers. Syed and Khan (2017) found that children of nonworking mothers possess better social, emotional and home adjustment than that of children of working mothers. Sethy and Mohalik (2018) found that wards of working mothers have high social adjustment as compared to wards of non-working mothers.

Table-5: t-ratio of self-confidence of the children of working and non-working mothers

Variable	Working Mothers			Non-Working Mother			SE _D	t-value
	N	Mean	S.D	N	Mean	S.D		
Self-Confidence	80	20.10	7.43	80	17.68	5.74	1.05	2.31*

*Significant at 0.05 level

(Critical Value 1.98 at 0.05 and 2.61 at 0.01 levels, df 158)

Table-5 shows that the mean score of self-confidence of the children of working mother is 20.10, which is higher than the corresponding mean of 17.68 of the children of non-working mother. The t-value of testing the significance of mean differences on self-confidence among the children working and non-working mothers is 2.31, which in comparison to the table value was found significance at 0.05 level of significance. Hence, the null hypothesis H_0 : There is no significant difference of self confidence among the children of working and non-working mothers, is rejected. The result indicates that there is significant difference of self-confidence among the children of working and non-working mothers. The results are not supported by the finding of Mittal (1998) indicated that daughters of non-working mothers were relatively higher on achievement and confidence, but they suffered from greater inferiority feelings as compared to the daughter of working mothers.

Table-6: Correlation between adjustment and Self-Confidence of the children of working and non-working mothers

	Variables	Adjustment	Self- Confidence
Working Mothers	Adjustment	1	0.028*
	Self- Confidence	0.028*	1
Non-Working Mothers	Adjustment	1	0.261**
	Self- Confidence	0.261**	1

**Significant at 0.05 level*

***Significant at 0.01 level*

(Critical Value 0.159 at 0.05 and 0.208 at 0.01 levels, df 158)

Table-6 reveals that there is positive correlation of 0.028 between adjustment and self-confidence of the children of working mothers which is significant at 0.05 levels of significance. For non-working mothers there is also positive correlation of 0.261 between adjustment and self-confidence of the children of which is significant at 0.01 levels of significance. Thus, the null hypothesis H_{10} : There is no significant relationship between adjustment and self-confidence among the children of working and non-working mothers, is rejected. It indicates that the relationship between adjustment and self-confidence of the children of non-working mothers is better than the working mothers. The results are supported by the findings of Sekar and Lawrence (2016) finding shows that, there is significant relationship between emotional, social, educational adjustment of higher secondary school students in relation to academic achievement. Sethy and Mohalik (2018) found that high positive correlation between academic achievement and social adjustment among the children of both working and non-working mothers taken together.

Findings

1. There is significant difference of overall adjustment among the children of working and non-working mothers.
2. There is significant difference of social adjustment among the boys of working and non-working mothers.
3. There is significant difference of social adjustment among the girls of working and non-working mothers.
4. There is significant difference of emotional adjustment among the boys of working and non-working mothers.
5. There is significant difference of emotional adjustment among the girls of working and non-working mothers.
6. There is significant difference of educational adjustment among the boys of working and non-working mothers.
7. There is significant difference of educational adjustment among the girls of working and non-working mothers.
8. There is significant difference of social, emotional and education adjustment among the children of working and non-working mothers.
9. There is significant difference between adjustment and self-confidence among the children of non-working mothers.
10. There is significant and positive correlation between adjustment and self-confidence among the children of working mothers.

Discussion

The children of working mothers are found more self-confidence as compared to the children of non-working mothers. The children of working mothers have more exposure and independent in the society. The working mother can provide better educational facilities to their wards. As far as the question of social and emotional

adjustment is concerned, the wards of non-working mothers are more adjective as compared to working mother because they get better values and quality time from their mothers. The over protective attitude of mothers make the child dependent and incapable of taking his own decision. Whereas educational adjustment of wards of working mothers are better than non-working mothers as working mothers can provide better educational adjustment. Greater the adjustment, higher is the self-confidence in the wards of working and non-working mothers.

Conclusion

The children of working mothers are found more self-confident as compared to the children of non-working mothers. Working mother children have more exposure and independent. The working mother can provide better educational facilities to their words. As far as the question of social and emotional adjustment is concerned, the words of non-working mothers are more adjustable as compared to working mother because they get better values and quality time from their mothers. The over protective attitude of mothers makes the child on mother dependent and incapable of taking his own decision. Whereas educational adjustment of words of working mothers are better than non-working mothers as working mothers can provide better educational adjustment. Greater the adjustment, higher is the self-confidence in the words of working and non-working methods.

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