

# A Comparative Study of Adjustment and Security among Children of Working and Non-Working Mothers

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## Abstract

An individual needs to change or modify himself in some way or the other to fit into or accommodate himself with his environment. As the conditions in the environment are changing all the time, adjustment is also a continuous process for instance, if a girl from the city married into rural family and has to live in a village, she would have to change her behaviour, her habits and her attitude in order to accommodate herself to the changed environment.

The desire to feel safe and secure is universal. Plain want, discomfort and loneliness make us to feel unhappy and it is due to fear or even thought of these things. To feel safe is even more important than to be safe. There is more than one kind of security.

- (a) Physical Security.
- (b) Economic Security.
- (c) Psychological Security.
- (d) Emotional Security.

**Keywords:** *Adjustment, security.*

## 1. Introduction

Every person in this world has trouble and problems but he reacts differently. One problem for two men have different value. One person reacts in a very easy way and feel pleasure while other always lives in a mood to reject or escape the problems. The desire to feel safe and secure is universal. Plain want, discomfort and loneliness make us to feel unhappy and it is due to fear or even thought of these things. To feel safe is even more important than to be safe. The feeling of security insecurity has significant value in shaping and re-shaping personality. A person who has a feeling of security must have tendency to accept other human being, On the other hand insecurity can be defined as an emotional instability, feeling of rejection, inferiority, anxiety, isolation, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism or unhappy. An individual has a strong desire to be secure in the affection of another. A lonely person is

an emotionally insecure person. The insecure person is likely to face the loss of friends, in efficiency in job and perhaps emotional disruption. The individual, who feels secure in his home, in his work, in his social relationship and in his ability to cope with problem situations, develops attitude of confidence that usually enable him to progress successfully in whatever he undertakes. The dictionary meaning of the word 'adjustment' is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent between two things. The term adjustment refers to a harmonious relationship between the person and environment. Adjustment has also been analyzed in terms of various aspects of life-home, school, social etc, School adjustment means adjustment of the child with school environment including his satisfaction with school administration and general environment of the school, liking for the teachers and their teaching and the satisfaction of the students with 'self' in school. Home adjustment means the adjustment of the child with different members of the family and the home environment in general. Social adjustment implies adjustment of individual with his social environment. The adjustment is life-long process and continuous till the end of life. The concept of adjustment is very old as human race. It starts at one's birth and goes on without stop till one's death. Growing up is a natural normal process. The helpless baby of today who is adult of tomorrow has to cross various stages in the process of his development. There are certain periods in the process of development, where certain characteristic features of behaviour stand out more prominently than other periods of life. From infancy to adulthood an individual undergoes various changes intrinsic and extrinsic. Several physical social, intellectual, emotional and mental changes occurs in children. The rapid changes in the shape and size of body disturbs the children physically. Desire for social approval and social acceptance is very strong in

almost all the children. The desire to learn and to know is very strong in children. They ask many questions. They are curious to know so many things. They need opportunities for self expression. They feel very happy when they feel free to speak. Children have a need to learn and to develop their abilities. They need to discover things. And due to these needs and changes children marked with several questions that lead to fear and anxieties. These problems may make them emotionally unbalanced, if not handled properly and at the proper time. Sometimes they may develop into serious types of behavioural complications such as social maladjusted. The myths, questions and misconception need to be cleared with accurate and specific information. And the foremost source of specific information for child is home. It is the first school of the child. It is the family which is responsible for the survival and security of the child immediately after birth. The child is born in a family and his social development takes place first of all in the family. He becomes familiar with customs and tradition of the society. His beliefs, attitudes and habits are shaped by the family. Thus home plays a very important role in adjustment of the child. It promotes satisfaction and security. Congenial at environment in the home promotes adjustment and uncongenial environment in the home causes maladjustment. Keeping in view, the views of different persons about security and adjustment it concludes that the most important single influence on the development of any child is the attitude of his parents towards him. Of the two parents, the mother plays an important part, traditions also favours the mother's influence. The worst failure is the mother who neglects her child. The infant will lack both love and comfort. In those families where the mother is housewife, the amount of time she spends at home, and with here children varies according to her other responsibilities and interests. It is therefore necessary that a mother should take care of the child personally but not fondly and unduly. If a mother should go to work, then the baby misses the most affection binding factor, the breast feeding.

Now a days working mother, either she is working in a office, company, factory etc. or she is a teacher, has very little time to spare for her child because before the child is awake she is out of the house on her way to catch the bus to the office or to the school. In the evening when she returns home, the child is either fast asleep or she is too tired to look after the child. The child is therefore, denied the close contact and affection which a normal housewife would bestow on

her offspring. In the light of these observation, the researcher was forced to choose this problem related to the children of working mothers and non-working mothers in relation to security and adjustment of children.

## **2. Review of Related Literature**

Hoffman 1974, studied that the effect of maternal employment of the child. The research was organized around five hypotheses;

- a. The working mother provides a different role model than does the non-Working mother;
- b. Employment effects the mother's emotional state sometimes providing Satisfaction, sometimes role strain and sometimes guilt and this in turn influences the mother-child interaction;
- c. The different situational demands as well as the emotional state of working mother effects child rearing practices;
- d. Working mother's provide less adequate supervision;
- e. The working mother's absence results in emotional and possibly cognitive deprivation for the child. Accumulated evidence offered some support for the first four hypotheses. Empirical studies of school-age children yielded no evidence for a theory of deprivation resulting from maternal employment but adequate data are not yet available on the effects of maternal employment on the infant.

Etaugh 1974, investigated the effects of maternal employment on the children, he summarized the findings of maternal employment, studies of the past decade, nothing the lack of clear-cut differences in adjustment of pre-school, elementary school and adolescent children of working v/s non-working mothers. Quality of mother-child interaction and of caretaking arrangements were seen as more significant determinants of adjustments. A review of research methodologies emphasizes the need to control for mediating variables such as social status, conditions of employment, influence of parental attitudes, and family intactness. Observational reports from children, teachers and mothers. Recent advances have included longitudinal studies assessing longer effects of maternal employment and studies of

black families. Query and Kuruvilla, 1975, examined the male and female children, achievement and maternal employment. They conducted a study of 225 male and female 9<sup>th</sup> grades that lived with both parents, 135 students had working mothers. There was no significant difference in the performance of these students, as measured by the Iowa Tests of Educational development and those students' mothers were not employed. There was, however, a difference between males and females when the mother worked in a professional occupation with daughters performing significantly better than sons. Ferdinand, 1975, made a study on the marks of children of working mothers and compared the school grades for good behavior, diligence, attention, speaking, essay writing, spelling and arithmetic of three groups of second graders 353 with non-working mothers, 122 with mothers working full time. All grades decreased regularly as mother's working time increased. When grades were grouped according to the number of siblings, a decrease in achievement, but not in behavior was obvious with three or more siblings. Girls performed significantly better than boys in all areas except arithmetic. Millar, 1975, studied the effects of maternal employment on sex role perception, interests and self esteem in kindergarten girls. Results of this study of seventeen with non-working mothers support the conclusion that parental roles were less traditional in families where the mother was employed outside the home leading to less traditional sex-role stereotypes on the part of the daughter. Self-esteem was not related to maternal employment. Sharma, A, 1981, founded that working mothers and positive relationship in acceptance-rejection encouragement discouragement, democratic-autocratic, trust-distrust and tolerance-hostility dimensions to their children. Working mothers with a moderate family size used punishment to maintain discipline. In large size families, children received more acceptance, love, encouragement and democratic attitude from their working mothers than the children of middle and small size families. In small size families children received punishment from working mothers. SES socio-economic status had significant effect on some mother-child relationship dimensions; high SES significantly promoted more acceptance, dominance, encouragement, love democracy, trust and reward but had significantly less trust in comparison to other two levels of SES, middle and low. High SES working mothers played a very significant role in seven dimensions of mother-child relationship, but in inappropriate manners: the undue pampering and

over protection significantly contributed to several problems in their children. A working mother with middle or low SES seemed to be better because of a positive but balance relationship between her and her children than those working mothers who had high SES, low SES family working mothers with low SES sometimes should have, autocratic attitudes and also distrust. Taori, S.K; 1986, founded that children of working women were less intelligent, less excitable, more disciplined, more assertive and more independent than the children of non-working women. Children of working mothers had significantly more need achievement nurture and affiliation. There were no significant differences in academic achievement of children of working and non-working mother. On the basis of her findings, the researcher has pointed out that, since more and more mothers were taking up work outside the home, there was need to provide mid-day meals and better daycare facilities for the children of working mothers. Sharma, R; 1986, founded that from the qualitative point of view of significant difference at the adjustment level was founded in the children of both groups. The self-concept level of the children of working mothers was found to be more than that of the children of non-working mothers. In comparison with the children of non-working mothers, the children of working mothers were found to be better in concentration and confidence. Although the study habits and attitudes of the children of both the groups were found to be very poor, their school achievement was high. In comparison with the children of working mothers, the children of working mothers were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected. Goswami, K.A., 1987, founded that there was multidimensional impact on children of working mothers. The most vulnerable section was the unlettered and low paid working mothers who were as ignorant of the importance of adequate child care as they were unaware of the facilities available. Their children were brought up amidst poverty and ignorance because even the minimum of the scanty facilities had not filtered down to them. The lower middle class and affluent working mothers were also plagued by anxieties not because they could not afford the facilities but because the facilities available were not at par with the demand. They suffered from tremendous strain because they had to harmonize the two roles of mother and worker.

### **3. Objectives of the Study**

1. To find out whether the children of working mothers and non-working mothers differ

- significantly in relation to security-insecurity.
2. To find out whether male and female children of working mothers differ significantly in relation to security-insecurity
  3. To find out whether male and female children of non-working mothers differ significantly in relation to security-insecurity.
  4. To find out whether male children of working mothers and non-working mothers differ significantly in relation to security-insecurity.
  5. To find out whether female children of working mothers and non-working mothers differ significantly in relation to security-insecurity.
  6. To find out whether the children of working mothers and non-working mothers differ significantly in relation to adjustment.
  7. To find out whether male and female children of working mothers differ significantly in relation to adjustment.
  8. To find out whether male and female children of non-working mothers differ significantly in relation to adjustment.
  9. To find out whether male children of working mothers and non-working mothers differ significantly in relation to adjustment.
  10. To find out whether female children of working mothers and non-working mothers differ significantly in relation to adjustment.

#### **4. Hypotheses of the Study:**

1. There is no significant difference between children of working mothers and non-working mothers in relation to security-insecurity.
2. There is no significant difference between male and female children of working mothers in relation to security-insecurity.
3. There is no significant difference between male and female children of non-working mothers in relation to security-insecurity.
4. There is no significant difference between male children of working mothers and non-working mothers in relation to security-insecurity.

5. There is no significant difference between female children of working mothers and non-working mothers in relation to security-insecurity.
6. There is no significant difference between children of working mothers and non-working mothers in relation to adjustment.
7. There is no significant difference between male and female children of working mothers in relation to adjustment.
8. There is no significant difference between male and female children of non-working mothers in relation to adjustment.
9. There is no significant difference between male children of working mothers and non-working mothers in relation to adjustment.
10. There is no significant difference between female children of working mothers and non-working mothers in relation to adjustment.

#### **5. Delimitations of the Study:**

Keeping in view the limited time, the present study was delimited to Xth class students of various school of Jhajjar District.

#### **6. Design and Procedure**

##### **6.1 Method Used:**

The method used by the investigator is generally known as survey method. In this study, the information and the data was collected through survey. It provides the relevant information and data on which decisions and improvements are based upon.

##### **6.2 The Sample:**

A sample of 200 male and female students of Xth standard from the various schools of Jhajjar District was taken. Out of these 100 children were of working-mothers.

##### **6.3 The Tools Used:**

1. Security-Insecurity Inventor Developed by – Dr. Beena Shah.
2. Adjustment Inventory Developed by – Dr A.K.P. Sinha and Dr R.P. Sing

**6.4 Design:**

The present study was designed to find out the significant differences in adjustment as well as security feelings among children of working mother and non-working mothers. For this purpose, 50 male and 50 female students were selected whose mothers were working in various fields. And, on the other hand, 50 male and 50 female students were taken from different schools whose mothers were house-wives.

**6.5 Procedure and Administration:**

First of all, the investigator met to the principals of the schools for seeking permission to collect the desired data. The teacher incharge of the classes were requested to held in the work of data collection. The purpose of the study was explained to the students then they were a acquainted that their responses to all items in both the inventories would be treated as strictly confidential as possible and will be used only for research work. They were asked to reveal the true state pf affairs and not try to bluff, before starting the working the students were asked

to classify any misconceptions they might have regarding the inventories. They were encouraged to ask as many questions as they wanted regarding their participation in the study. The students were made to sit in such a way so that they may not take the help of each other or talk to each other.

First, the investigator administered the security-insecurity scale on a sample of 200 students (100 children of working mothers and 100 children of non-working mothers). On the very next day adjustment inventory for school student was administered on the same students. It was cleared that they can take 25 to 30 minutes to complete security-insecurity inventory and 10 minutes to compete adjustment inventory.

The children were asked to write the occupation of their mother, so that the answer sheets of the students of working mothers could be kept separately. After collecting answer sheets, it was ensured that no item was left incomplete in both these inventories.

**7. Analysis and Interpretation of Data**

**Table No. 1**

Calculation of mean, S.D., SE.D and 't' value of children of working mothers and non-working mothers in relation to security-insecurity

	N	M	S.D	SE.D	't'	Level of Significance
Children of working mothers	100	13.35	6.65	.962	.78	N.S.
Children of non-working mothers	100	12.6	6.95			

df = 198

Here calculated 't' value is .78 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 2**

Calculation of mean, S.D., SE.D and 't' value of male and female children of working mothers in relation to security-insecurity.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of working mothers	50	13.9	6.545	1.329	.98	N.S.
Female children of working mothers	50	12.6	6.75			

df = 98

Here calculated 't' value is .98 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.98 at .05 level and 2.63 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 3**

Calculation of mean, S.D., SE.D and 't' value of male and female children of non-working mothers in relation to security-insecurity.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of non-working mothers	50	12.64	7.329	1.28	.140	N.S.
Female children of non-working mothers	50	12.46	5.391			

df = 98

Here calculated 't' value is 1.40 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 4**

Calculation of mean, S.D., SE.D and 't' value of male children of working mothers and non-working mothers in relation to security-insecurity.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of working mothers	50	12.64	6.545	1.38	.913	N.S.
Male children of non-working mothers	50	13.9	7.329			

df = 98

Here calculated 't' value is .913 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.96 at .05 level and 2.58 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 5**

Calculation of mean, S.D., SE.D and 't' value of female children of working mothers and non-working mothers in relation to security-insecurity.

	N	M	S.D	SE.D	't'	Level of Significance
female children of working mothers	50	12.64	6.75	1.22	.147	N.S.
Female children of non-working mothers	50	12.46	5.39			

df = 98

Here calculated 't' value is .147 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 6**

Calculation of mean, S.D., SE.D and 't' value of children of working mothers and non-working mothers in relation to adjustment.

	N	M	S.D	SE.D	't'	Level of Significance
Children of working mothers	100	108.7	18.8	2.56	1.56	N.S.
Children of non-working mothers	100	112.7	17.32			

df = 198

Here calculated 't' value is 1.56 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 7**

Calculation of mean, S.D., SE.D and 't' value of male and female children of working mothers in relation to adjustment.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of working mothers	50	105.5	19.92	3.79	1.58	N.S.
Female children of working mothers	50	111.5	17.9			

df = 98

Here calculated 't' value is 1.58 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.



**Table No. 8**

Calculation of mean, S.D., SE.D and 't' value of male and female children of non-working mothers in relation to adjustment.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of non-working mothers	50	105.5	19.92	3.81	1.59	N.S.
Female children of non-working mothers	50	111.6	18.22			

df = 98

Here calculated 't' value is 1.59 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.97 at .05 level and 2.60 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 9**

Calculation of mean, S.D., SE.D and 't' value of male children of working mothers and non-working mothers in relation to adjustment.

	N	M	S.D	SE.D	't'	Level of Significance
Male children of working mothers	50	105.5	19.92	3.81	1.59	N.S.
Male children of non-working mothers	50	111.6	18.22			

df = 98

Here calculated 't' value is 1.59 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.98 at .05 level and 2.63 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

**Table No. 10**

Calculation of mean, S.D., SE.D and 't' value of female children of working mothers and non-working mothers in relation to adjustment.

	N	M	S.D	SE.D	't'	Level of Significance
Female children of working mothers	50	111.6	17.2	3.33	.66	N.S.
Female children of non-working mothers	50	113.8	16.2			

df = 98

Here calculated 't' value is .66 and according to table 'D' given in the book written by H.E. Garrett the tabulated value of 't' is 1.98 at .05 level and 2.63 at .01 level.

Therefore 't' value is N.S. at both levels of significance.

### **Interpretation of Data**

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. Interpretation calls for a critical examination of the results of one's analysis in the light of all the limitations of his data gathering and his subjective attitude. To avoid subjectivity one must be critical on one's own thinking.

1. According to Table No 1, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference among children of working mothers and non-working mothers in case of security-insecurity.
2. Table No 2, shows that the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference between male and female children of working mothers in case of security-insecurity.
3. Table No 3, shows that the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference between male and female children of non-working mothers in case of security-insecurity.
4. According to Table No 4, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference between male children of working mothers and non-working mothers in case of security-insecurity.
5. According to Table No 5, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference between female children of working mothers and non-working mothers in case of security-insecurity.
6. According to Table No 6, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference between children of working mothers and non-working mothers in relation to adjustment.
7. According to Table No 7, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference among male and female children of working mothers in relation to adjustment.

8. According to Table No 8, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference among male and female children of non-working mothers in relation to adjustment.
9. According to Table No 9, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference among male children of working mothers and non-working mothers in relation to adjustment.
10. According to Table No 9, the calculated 't' value is less than the tabulated value at both levels of significance. It has been found that there is no significant difference among female children of working mothers and non-working mothers in relation to adjustment.
3. It was hypothesized that there is no significant difference among male and female children of non-working mothers in relation to security-insecurity. After analysis and interpretation of data the result was found that the calculated 't' value is not significant at both the levels of significance and the hypothesis is accepted and the result supports the assumption. It means both male and female children of non-working mothers have similar feeling conditions in relation to security-insecurity.
4. It was hypothesized that there is no significant difference among male children of working mothers and non-working mothers in relation to security-insecurity. After analysis and interpretation of data the result was found that the calculated 't' value is not significant at both the levels of significance and the hypothesis is accepted and the result supports the assumption. It means male children of working mothers and non-working mothers have similar feeling conditions in relation to security-insecurity.

## **8. Conclusions, Generalization and Suggestions for Further Studies**

1. It was hypothesized that there is no significant difference among children of working mother and non-working mothers in relation to security-insecurity. On the basis of analysis and interpretation of data it was found that there is no significant difference between the children of working mothers and non-working mothers in relation to security-insecurity. Thus, the researcher was forced to accept the hypothesis. It concludes that the children of working mothers and non-working mothers have similar feeling conditions in relation to security-insecurity. It means working conditions of mother do not affect the feeling of her kids.
2. It was hypothesized that there is no significant difference among male and female children of working mothers in relation to security-insecurity. After analysis and interpretation of data the result was found not significant and the hypothesis was accepted. It concluded that there is no significant difference among male and female children of working mothers in case of security-insecurity. Both male and female children of working mothers have similar feeling conditions in relation to security-insecurity.
5. It was hypothesized that there is no significant difference among female children of working mothers and non-working mothers in relation to security-insecurity. After analysis and interpretation of data the result was found not significant and the hypothesis was accepted. It concluded that there is no significant difference among female children of working mothers and non-working mothers in case of security-insecurity. Thus, female children of working mothers and non-working mothers have similar feeling conditions in relation to security-insecurity.
6. It was hypothesized that there is no significant difference among children of working mother and non-working mothers in relation to adjustment. On the basis of analysis and interpretation of data it was found that there is no significant difference between the children of working mothers and non-working mothers in relation to adjustment. Thus, the researcher was forced to accept the hypothesis. It concludes that the children of working mothers and non-working mothers have similar feeling conditions in relation to adjustment. It

means working conditions of mother do not affect the feeling of her kids.

7. It was hypothesized that there is no significant difference among male and female children of working mothers in relation to adjustment. After analysis and interpretation of data the result was found not significant and the hypothesis was accepted. It concluded that there is no significant difference among male and female children of working mothers in case of adjustment. Both male and female children of working mothers have similar feeling conditions in relation to adjustment.
8. It was hypothesized that there is no significant difference among male and female children of non-working mothers in relation to adjustment. After analysis and interpretation of data the result was found that the calculated 't' value is not significant at both the levels of significance and the hypothesis is accepted and the result supports the assumption. It means both male and female children of non-working mothers have similar feeling conditions in relation to adjustment.
9. It was hypothesized that there is no significant difference among male children of working mothers and non-working mothers in relation to adjustment. After analysis and interpretation of data the result was found that the calculated 't' value is not significant at both the levels of significance and the hypothesis is accepted and the result supports the assumption. It means male children of working mothers and non-working mothers have similar feeling conditions in relation to adjustment.
10. It was hypothesized that there is no significant difference among female children of working mothers and non-working mothers in relation to adjustment. After analysis and interpretation of data the result was found not significant and the hypothesis was accepted. It concluded that there is no significant difference among female children of working mothers and non-working mothers in case of adjustment. Thus, female children of working mothers and non-working mothers have similar feeling conditions in relation to adjustment.

## 9. Suggestions for Further Studies

The investigator recommended the following studies for further research:

1. A comparative study of school going children of female teachers and women working in offices on the basis of security-insecurity and adjustment and their achievement.
2. A comparative study of school going children of working and non-working parents in relation to security and adjustment.
3. A comparative study of children of working and non-working mothers in relation to their achievements.
4. A comparative study of children of working and non-working mothers in relation to sexual problems.
5. A comparative study of children of working and non-working mothers on the basis of socio-economic status.
6. A comparative study of children psychological and non-psychological factors.
7. Impact of parenting style on student's problems.
8. Mother Child relationship and functions of his family.

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