

**COMPARISON OF IMPACT OF EDUCATED EMPLOYED  
MOTHERS AND EDUCATED UN-EMPLOYED MOTHERS  
ON THE ACADEMIC PERFORMANCE OF PRIMARY  
SCHOOL CHILDREN**



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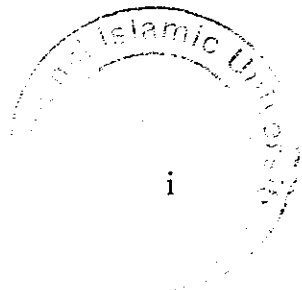
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**Reg.No. 80-FSS-MSEDU/F09**

Submitted in partial fulfillment  
of the requirements for the Degree of  
MS in Education

**Department of Education  
Faculty of Social Sciences  
INTERNATIONAL ISLAMIC UNIVERSITY  
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## DEDICATION

This research work is dedicated to researcher's husband Mujeeb ur Rehman, for his love, sacrifices and cooperation to complete this task.

This research work is also dedicated to researcher loving children, Dr Sidra Rehman, Dr Savera Rehman, student of medicine Kiran Rehman, Mehak Rehman and the only son, Mohammad Rehman whose cooperation and support made it possible to complete the research work.

## Approval Sheet

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By

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## **ABSTRACT**

Educated women always play an important and crucial role in all fields of development especially when they are mothers and bring up their children to produce useful citizens. This aspect is missing among the uneducated mothers who do provide milk and butter and all other physical needs to their children but they lack some special taste which the former ones have. The educated mothers further make two categories: (a) educated employed mothers and (b) educated unemployed mothers. The study here was concerned with these two categories. The objectives of the study were (1) to investigate the perception of educated employed mothers about the academic performance of their children. (2) to investigate the perception of educated un-employed mothers about the academic performance of their children. (3) to compare the academic performance of the children of employed mothers with the children's of un-employed mothers. (4) to compare the perceptions of educated employed mothers with the perceptions of educated unemployed mothers. Total numbers of private public schools in Saidu Sharif were 15, the total number of students were 358. Population of the study consisted of all educated employed mothers and educated unemployed mothers of Saidu Sharif in District Swat and their children studying in the primary schools. All those mothers and their children were taken who were educated, employed and unemployed. Random sampling technique was used and one forty students of the total number of students (children) of both educated employed and educated unemployed mothers were taken as a sample. Besides that, one forty mothers of selected students were the part of the sample. Total numbers of selected mothers were one hundred and forty.

One Questionnaire for mothers of primary school children were designed for data

collection; one for the educated employed mothers and another for educated unemployed mothers. These questionnaires were based on Lickert Scale. At the end of questionnaire, open suggestions were invited from mothers in the light of their experiences for further improvements. The academic results were also collected from the school administration. The study was delimited to private primary schools of Saidu Sharif, District Swat with equal inclusion of boys and girls. This study might also be important for the educated employed people how they could enhance the learning outcomes of their children in classroom. This study might also be helpful for the teachers to guide their student's academics towards good performance by motivating, participation of mothers and exploring their hidden abilities. This study might also be fruitful to identify the worth of both educated employed and educated unemployed women in grooming up their children in academic performance. This study might also be helpful to higher the morals of the women to make them realize their worthy motherhood contribution to the future generation. The study was also delimited to the impact of contemporary educated mothers for the education of their children in District Swat. The level of education of mothers was F.A/F. Sc. and above. The research was further delimited to 5<sup>th</sup> class only. The responses were analyzed through statistical applications using t-test for comparison of the employed educated mothers and unemployed educated mothers in the light of the objectives.



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(Nargis Ara)

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# Chapter 1

## INTRODUCTION

Education is the knowledge of putting one's potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated. Without education man is as though in a closed room and with education he finds himself in a room with all its windows open towards outer world. When the Qur'an began to be revealed, the first word of its first verse was "IQRA" that is "READ". Education is thus the starting point of every human activity.

Education may be a luxury to a few fortunate women, but for average middle class women, education is a means of earning her livelihood. The significance of education for women cannot be neglected by any nation, and in today's world the role of education for women has become even more crucial. It is a supreme necessity for economic and social growth of any nation and it is rightly said that "education to women is gateway to women's economics development. (Hafeez, 1981)

Mother is an active, responsible, safe and secure tool to educate her children or in other words we can say that mother is a source of transforming sound and sane education to her children.

The potent, commanding and authoritative influence of mother is a powerful instrument and device to measure and educate future generation of any nation around the globe. Academic performance means educational learning and achievement in schools, colleges and universities to get certain scores, grade, ranks and promotion to next class

and to get job in future for livelihood. According to Skinner (1996) as cited by Erenest R. Hilgard, Gordon H. Bowers, (2004), "learning is both acquisition and retention." Munn's, (1955) view states "learning is more or less permanent incremental modification of behavior which results from activity, special training, or observation".

Contemporary educated mother means a mother of the present day, up dated, recent and modern educated woman. Encarta Dictionary (2011) "According to napoleon give me educated mothers I will give you an educated nation. It is really the old concept of education that an educated mother can make an educated nation. An educated mother is a source of development and a unit of prosperity. More educated mother can create more and more educated population".

Mother's employment status is also related with child results, it is through the family those effects take place. Outcomes of children are related with mothers' sense of well being and-parenting style. (Hoffman, 1998)

Mother education affects her children academics performance irrespective of status, social background, gender gap and other stereotype cast, image and pigeonhole effects. Education eradicates poverty, darkness, deficiency and dearth.

According to Augustine, (2009) Education of a mother has a crucial role in the academic achievement of her children. Education is a long learning process to improve intellectual, moral and practical activities. There are two main types of education; formal education and non-formal education. School and colleges are the institutions for formal education. Non-formal education is naturally started in the lap of mother in the premises of residential environment, but formal education which may include learning instruction, training, development of disposition and mental power through systematic instructions.

It is the process of learning to collect information, experience different skills in a school.

Teacher feels the difference in the class which children belong to uneducated, educated or highly educated family. Student's learning style, behaviour, social interaction, academic performance and intelligence are the social indicators of their backgrounds. At later stage, peer effect cannot be ignored in children academic performance.

The word 'mother' is a bedstead of knowledge, instruction, love, fostering and affection. Definition of a mother in medical dictionary (2011) is that a female parent is called a mother or mother is a woman who gives birth to a new offspring; who conceives and gives birth to; who conceives, raises nurtures and fosters a child. Motherhood means a woman who possesses the characteristics and properties of a mother irrespective of any nation, race and culture, to give birth to baby, foster, nourish and grow her child till being able for duties or having capability to act and survive; in other words, adulthood. Obviously, fatherhood is the compulsory part of motherhood. Islam gives unique right and respect to woman, whether she is a mother, daughter, sister or a wife. She is satisfied to generate, foster her children and serve her brother and parents as well. Both girls and boys have got equal rights of up-bringing as stated in 'Quran' and 'Ahadith' no one can deny this particular the facts and the rank of woman in Islam. Contemporary status of Islamic woman is considered as bread with butter because of her well awareness and education. An Educated employed woman in Pakistan not only contributes to the development of economic prosperity of the nation but also greatly serves her families in all aspects of life like saving of her household budget, medical assistance to her parents, in laws and children with greater priority. It is a common observation that even an

educated employed woman provides shelter, house and other benefits to her husband and his family with great honour and dignity. An educated woman has an optimistic approach and can easily differentiate between right and wrong and can provide multidimensional benefits to her husband and new generation through religious as well as formal education.

Supreme duties are entrusted to woman by Almighty Allah and the Holy Prophet (PBUH) are the child custody, paradise under the feet of mother, nine months period of child in her womb etc. make her position more precious, powerful and strong.

“The value of Islamic woman is repeatedly mentioned in the Holy Quran to encourage her to forward in positive direction to enhance her education in Islamic environment and make her strive for her livelihood. The Quran declared very clearly and precisely that husbands are the maintainers and protectors of wives by saying; ‘Men are maintainer of women’ (4:34).

## **1.1 Statement of the Problem**

The mother faced many issues if uneducated and without work, their children were unable to reach full potential to improve their academic performance. It was necessary to find a way to address these issues and find solutions to help them to achieve academic performance to their highest ability with the help of educated mothers.

This study was to investigate the role of employed educated mothers and unemployed educated mothers in the academic performance of their children at primary level. An employed educated woman has a good social exposure and has rich experiences of modern trends. On the other hand, it is a general perception that educated employed woman is restricted only to earning and her children are ignored, which affects the

behavior and performance of her children adversely Motherhood feelings play very important role in the academic performance of children and for future generation in large.

Educated employed woman is in a better position to know how to keep balance between her job and family as compared to unemployed educated woman because of economic problems.

Mother education is a complex, complicated and intricate phenomenon. Impact of mother's education on their children is the second hard question in the male dominating and authoritative society.

## **1.2 Objectives of the Study**

1. To investigate the perception of educated employed mothers about the academic performance of their children.
2. To investigate the perception of educated un-employed mothers about the academic performance of their children.
3. To compare the academic performance of the children of employed mothers with the children's of un-employed mothers.
4. To compare the perceptions of educated employed mothers with the educated unemployed mothers.

## **1.3 Significance of the Study**

Educational and economical developments are very important factors for the growth of any nation around the globe. An educated employed mother may be proved helpful to bring some positive changes in our educational system by educating their children.

This study was helpful to explore the ignored job of the present day educated employed mothers in the region of the District Swat which was very important and much needed.

This study would be helpful for the policy makers, UNESCO, governmental and non-governmental organizations to understand that mother education plays an important role like a key to educating the whole family.

This research provided information that employment was enhance economic development of any nation when major population of the country contributed to it, therefore this study was develop a set of recommendation for the improvement of the present situation.

It also sought relationship between mother education, employment and children progress.

Maternal employment and education might also be helpful to solve young children's academic problems in the selected area. This research showed the bond connection of mental health, attitude of child and motherhood behavior to improve academic performance.

It might also be helpful for policy makers to take serious steps for mothers' education and their employment in the region.

This study might also be important for the employed mothers, how they could enhance the learning outcomes of their children in classroom.

This study might also be helpful for the teachers and school administrators. This study might also be fruitful to identify the worth of both educated employed and educated unemployed mothers in grooming up their children in academic performance. This study

might also be helpful to higher the morals of the mothers to make them realize their worthy motherhood contribution to the future generation.

#### **1.4 Hypothesis of the Study**

1. There is no significant difference between the academic performance of children of educated employed mothers and educated unemployed mothers.
2. There is no significant difference between the perceptions of educated employed mothers and unemployed mothers.

#### **1.5 Delimitation of the Study**

1. The study was delimited to private primary schools of Saidu Sharif, District Swat.
2. The level of education of mothers was F.A/F.Sc and above.
3. The study was also delimited to the students of 5<sup>th</sup> class in these schools.
4. The word impact is used for relationship

#### **1.6 Variables of the study**

1. Academic performance of children.
2. Impact of social Interaction of mothers on the academic performance
3. Time management.
4. Economical factors
5. Awareness of mothers for the education of their children.



## 1.7 Research Methodology of the Study

In research methodology and procedure, different steps were involved that are given below systematically

### 1.7.1 Population of the Study

Population of the study was 5<sup>th</sup> grade students of all fifteen primary private schools of Saidu Sharif, District Swat. The total numbers of students were 358. Mothers all of fifth grade children of their schools were also part of population.

S.#	School Name	Saidu Sharif Union Council	Boys	Girls	Total Students in Class 5th
1	Capital Public School	Saidu Sharif	10	6	16
2	Udyana Model School	Saidu Sharif	22	11	33
3	Idia Public School	Saidu Sharif	3	0	3
4	Pine Hills Public School Shagai	Saidu Sharif	36	14	50
5	Central P.S Shagai	Saidu Sharif	8	4	12
6	Frontier P.S Saidu Sharif	Saidu Sharif	15	10	25
7	Islamia Public School Shagai	Saidu Sharif	0	0	0
8	Iqra Academy Royal Palace Saidu	Saidu Sharif	12	18	30
9	Hira Model School Gulkada	Gulkada	14	6	20
10	Khpal Koor Model School	Gulkada	44	0	44
11	Abdali Education Academy Panr	Gulkada	8	0	8
12	Makka Model School Gulkada	Gulkada	15	2	17
13	Sarosh Academy	Gulkada	20	4	24
14	Swat Model School & College	Gulkada	21	15	36
15	The City School	Gulkada	36	4	40
Total			264	94	358

### 1.7.2 Sample of the Study

Stratified random sampling technique was used and one forty students of the total number of students (children) of both educated employed and educated un-employed mothers were taken as a sample. Besides that, one forty mothers of selected students were the part of the sample. Total numbers of selected mothers were one hundred and forty. Seventy were educated employed mothers in addition to seventy unemployed educated mothers.

Selection of sample was based on L.R.Gay sample population ratio. (Gay, L. R., 1995)

Total number of 5th class children and their mothers:

Children of educated employed mothers	Children of educated un- employed mothers	Number of educated employed mothers	Number of educated un- employed mothers	Total number of participants
70	70	70	70	280

### 1.7.3 Development of the Research Tool

All academic results of the selected students, their addresses and phone numbers were collected from the school administration. Questionnaire was designed for data collection, for educated employed mothers and educated un-employed mothers. That questionnaire was based on Lickert scale. Questionnaire was handed over to the respondents personally and they were also briefed about the nature of the research. The academic results were also collected from the school administration.

#### **1.7.4 Pilot Testing**

Questionnaire based on Lickert scale was administered to 15 educated employed mothers and 15 educated un-employed mothers. The questionnaire was improved in the light of their feedback. The experts' opinions were sought for validity.

#### **1.8 Collection of Data**

Data were collected by administering questionnaires personally and after discussion with the respondent in personal meeting. The academic results were also collected from the school administration.

#### **1.9 Data Analysis and Interpretation of Data**

The responses received were analyzed through statistical applications using t-test for comparison of the employed educated mothers with unemployed educated mothers in the light of objectives.

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature pertaining to the different aspects of the present study. This chapter covers the concept of education, mother and education, educated employed mothers, difference between educated employed and un-employed mothers and the role of women as a mother. This chapter also includes educated employed mothers and their career that affects their children academic performance and attitude around the globe. This chapter also deals with the comparison of academic performance of the children of the educated employed and un-employed mothers.

#### **2.1 Education, Mothers and Academic Performance of Children**

Education ranks at the top in the social priorities of all countries. For those in the third world, it assume even greater importance as it is thought to provide passage to a more promising future. Nor is this faith misplaced. Education is not the single source for which the skilled man only needed. It is also needed for the women in every country and the community of the world.

“The word education is derived from the Latin word “educare” which mean to bring up those qualities, in a person which could enable useful citizen of the society”. (Encarta dictionary, 2011)

The first message, which the Holy Prophet (PHUH) received from ALLAH, was,”

Read in the name of the LORD who created man from clot of congealed blood. Read and thy lord is the most Glorified; who taught pen. Taught man, which he knew not” (AL-Quran, Suiratul Alaq, 96: 1-5).

Education, employment, and mother education is a credible, probable and potential conflict all around the globe. It is a complex intricate problem in developed, developing and under developed countries like in United State, France, United Kingdom, Pakistan, Canada, Russia, India and Sarilanka.

Educated employed mother irrespective of race, religion, culture, region and heritage is under the influence of heavy responsibilities all around the world. She is related to maternal stress. It is the responsibility of mother to educate her children according to the requirement of contemporary economic and social needs.

According to Islamic statement of Ahadis “To seek knowledge from the cradle to the grave “and “To get education is obligation for both. (Men and Women)”

Hazrat Aisha (R.A) is the mother of the believers and the wife of Holy Prophet (S.A.W.W). A learned woman and during the period of first four caliphs the rulers of Islam eagerly sought her advice, even in the political matters. Foremost, initial and the beginning of education is only with the lap of mother Educated employed mother pays a lot of love, care and money on her children. It is a common observation that at home mother is counted, considered and valued for social security safety and protection.

The role of mother and her education is crucial in the improvement of educational quality of her children academic achievement. Education is a long learning process to improve intellectual, moral and practical activities including formal and non-formal education. Non-formal education is natural, logical, physical and certain. In the hands of

mother in the premises of residential environment, but formal education is in school which may include learning instruction, training, development of disposition, temperament, spirit, mental power through systematic instruction and is the successful learning of information, skills and manner. (Hafeez, 1981)

The word mother is a bedstead of knowledge instruction, love, and fostering. Affection pulse of educated mother means to convert coal into a diamond and that is a brilliant diamond giving light in all direction, reflecting all angles around from advance learning technological world of computer (Medical Dictionary, 2011)

According to Whitman, (2011),

The introduction of mother is a female person who is pregnant with or gives birth to a child. A female person is that whose egg unites with a sperm resulting in the formation of a child. A woman that adopts a child raises a child. A mother is a female parent of an animal and female ancestor. A woman is a mother who holds a position of authority or responsibility. A mother is superior, who creates, originates, or founds something. The discovery of radium, which made Marie Curie mother to the Atomic Age.

-Manners, methods, etiquettes, behavior are essentials of home parent's like newly born plants in a garden needs care, water, sun rays and other essential ingredients necessary for its growth and development. More than fifty percent population of the human beings comprises of females around the globe: So to protect and shield this larger ratio is in the hand of better environment of economy and equal importance is needed like a man.

“Domination of mothers, women and performance of children rights in the world is possible only through education to see the world clearly. According to Shirinn, (2003) “knowledge is a window to freedom, an educated woman will not put up with oppression”.

According to Lesler, (1999):

Mother education is the mean of support to sustain the lifelong services of a mother in methods and manners, to polish her children deeds, activities, behaviour, academics and performance in education. World education of mothers always help getting better educational opportunities for girls and women develop skills that allow them to make decisions to take action and influence community change in key areas. So all these programs have optimistic force and effect on some of the deepest and important issues of our time, to overcome environmental factors chemical pollution, population growth, peace and safety, and to minimize gap between the rich and poor, to educate, engage and inspire future generation with great care.

Conference on Women in Education and Employment (2010), "In developed countries well-educated mothers will suggest to improve policy makers to broaden the area of education for female because the girls of today will be the mothers of tomorrow".

Turin (2006) states Regarding women and education for policy makers and the leaders of the nation should focus on equality of gender. Elevate awareness of the need for gender equality in education, pick up admittance to education especially in rural and poorer areas boarding, and convey free textbooks. Educate male and female teachers on gender issues supply education and training for women at sympathetic prices agreement curricula and textbooks. Do not support gender stereotypes.

## **2.2 Historical Perspectives of Women Education and Authorities of Men in Pakistan**

A review of the development that has taken place in the field of education since the dawn of independence reveals a few facts. The first and the most important is the question of ideology. The report on the educational preliminary comment and the speeches delivered by men in authority in the past have all been profound in paying lip services to ideology of Islam but a look at the educational system prevalent during the

last 30 years reveals that no significance measures have been taken to inculcate this ideology in the minds of the younger generation.

No educational system can work effectively and efficiently unless it is based on a certain philosophy. The educational system only reflects, upholds and helps in continuing the aims and purpose of a society.

Pakistan inherited a system of education which has been designed to produced literate manpowered to assist the colonial masters. Regarding that the education of women has got lot of significance.

We have been given no serious thought to the desirability of having the national interest in the education of the women. Woman is the most important character of the society because she serves important role in the society as mother, sister and daughter.

Educational conference (1947) “Produced number of recommendation designed to make the educational system stronger with emphasis on the primary education”.

### **2.3 The Price of Motherhood (Employed, Un-employed mothers) Around the Globe**

Why the most important job in the world is still least valued? The most demanding book is on the issues of mothers, social welfare wages, maternity leave employed and un-employed mothers and their zero income in united state.

“The price of motherhood is the least important job in the world” (Crittenden, 2001)

“The price of mother labor is zero in the United State, France and other developed countries. Government replaces the welfare state with caring state and provides equal social security for spouses during marriage” (New York Time, 2002)



“The price of motherhood” provides inspiration and ammunition for today's women to demand that society must give them the respect and support that they deserve” (Mathieu, 2011)

According to Crittenden, (2011)

Explains how precarious women's financial protection becomes when they choose to reside at home, to leave their children, sacrifice hundreds of thousands of dollars in lost wages and making themselves susceptible to very serious financial trouble in the case of divorce. Crittenden asks why in such a prosperous society we require women to pay such ludicrously high price for having children, particularly while the future steadiness and financial fitness of our country depends on children being born and nurtured.

According to William (2011) “Children are precious and their mothers are the protectors, supervisors and forts of their children. The Price of Motherhood is the most articulate book in a generation. Society should honor, instead of marginalizing mothers”.

According to the national survey on 25<sup>th</sup> anniversary of the employed mothers 100 best companies initiative by Murray (2010) challenges still facing employed mothers, how mothers feel about their life, career and future generation that more than half of the people on American payrolls are women and moms are the primary or co-breadwinners in almost two thirds of all families, American families are in position to rethink who works, who stays home to care for the kids and who work.

Ernest and Young (1975) conducted a national survey that examined moms in the workplace. What mothers think career and paycheck-employed mothers report that firms look at how employed mothers are perceived and report from 4600 people across the country show:

- employed mothers
- Stay-at-home mothers
- Working fathers and singles in the workplace

The study revealed the attitude and adjustment that have taken place since list debuted. The struggling, rebellious, nurturing and negotiating that happen in homes and in offices are more complex and important than ever because how women in the workplace think and behave is reshaping cultural setting. (Ernst & Young 2005).

According to Christine, (2010):

A new study shows that high-achieving men are more likely to be attracted to successful professionals and employed mothers. It defines high achieving as earning in the top 10% for his age, or holding a graduate degree. Survey reports that 68% of high-achieving men believe that smart women make better mothers. Smart women means educated working and productive mothers or in other word smart men marry to smart women to have educated and caring mothers for their future generation.

## **2.4 Education and Development of a Nation in the World**

National Education Policy, (2010) stated that:

Education plays important role in the development of country. A state cannot achieve said targets, goals and objectives without education. Education is now universally recognized to be the prime key to moral, cultural, political and socio-economic development of a nation. Nations taking bold initiatives in this regard, have made revolutionary reform and performed miracles during last two decades. Being conscious of this reality, one of the main tasks has been to mobilize the political will and seek support from all sections of the society. The basic objectives of universal basic education diversified secondary education and high quality.

According to National Education policy (1998-2010)

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals so as enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for spiritual development as well as the material fulfillment of human needs. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society.

## **2.5 Types of Education in Pakistan for Both Genders**

Generally education is classified into primary, elementary, secondary, higher secondary and professional education.

### **2.5.1 Primary Education**

National Education policy (1998-2010) stated that primary education is the first step towards knowledge. It is initial stage of education. It consists of class I to V. It is junior level of education. In this stage students seek/ know the initial or beginning of education. The first five years of schools are referred to as primary pre-school education. Up to the level five mostly education takes places in nurseries and kindergarten schools run by the private sectors some of them by Christian missionaries. The traditional practices of training a child at home, wiggles in the pre-primary stages is increasing giving way to pre-primary schools, necessitated in urban areas in homes where both the parents are working as because the parents see the values of children learning social skills in situation away from the shattered conditions of home. In 1988, the seventh five years plan integrated the pre-primary classes into the formal system of education. Mother plays an important role in the grooming and growth of the child. Mother is the first school of the child. So educated mother can better handle it to manage and organize the academic

and non-academic activities of the child.

### **2.5.2 Elementary Education**

It is also junior level but is second step towards knowledge. It is also called the pre secondary level. In this stage students learn more and refine the primary level. It is a step towards awareness of the more comprehensive or complex.

According to National Education policy (1998-2010 p.25)

Elementary education, which is the bedrock and foundation of entire educational pyramid, has the highest rate of return as compared to other sectors and levels of education. Research studies indicate that rates of return to investment in education are generally high, especially at primary level. Investment in education makes a vital contribution to economic development. Both private and social rates at primary level are comparatively higher than secondary and tertiary levels. This policy also lays emphasis on the education of the child.

### **2.5.3 Secondary Education**

Secondary education consists of 9<sup>th</sup> and 10<sup>th</sup> years and higher secondary education 11<sup>th</sup> to 12<sup>th</sup> years an important sub sector of the entire education system. Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behavior and attitudes.

## **2.6 Education, Women and Social Recognition**

Education is of universal nature and concerns directly or indirectly, with every citizen. The society or the social classes of which it is composed cannot afford to adopt an indifferent attitude to it. It is of crucial importance not only domestically but also in fostering meaningful international exchanges and relationship. Education may be a reflection of the economic, political and socio-cultural situation, but it is also a true investment in the knowledge and skills and being the need of the future has to be realized. Goals of education in terms of future needs must be redefined in terms of economic, social and cultural factors of the society. Education in future has to help develop human inventiveness and creativeness and provide lasting scholarship as opposed to the fleeting knowledge acquired in learning a particular technique or in training in manipulation (Zaki, 1999).

Some major objectives for primary education described in National Education Policy (1998-2010) are as under:

- To educate and train the future generation of Pakistan as true practicing Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
- To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school dropout by establishing basic education community schools.
- To meet the basic learning needs of children in terms of learning tools and contents.

- To ensure that all the boys and girls, desirous of entering secondary education get access to schools.
- To lay emphasis on diversification so as to transform the system from supply oriented to demand oriented.
- To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators.
- To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.
- To introduce information technology among children of all ages.
- To achieve excellence in different fields of higher education by introducing new disciplines /emerging sciences in the universities (Govt, of Pakistan, 1998).

Education is a fundamental need of every society that is why different modes of education like formal and non-formal are used to cater the demand of the society.

## **2.7 .Pakistan and Employment of Women in Male Dominating Society**

If the eye of a mother is on food, clothes, shelter, and protection there is no way to ask her about education of her children, until and unless she is provided food, clothes as well as free education from all angles to fulfill children's basic needs and promote their mind to learn today and serve tomorrow. It is also impossible for any agency, any volunteer group to serve such large population with free food and free education for ages. Suppose for a moment we agree that world organizations are working for free education

to combat illiteracy and produce more and more educated generation. (Khattak, 2002)

“With this generation which is growing in free food and free opportunities be able to serve tomorrow’s nation. The one and only unit to grasp such issue is the mother education and employment”. (Khattak, 2002).

In the context of Pakistan the education of mother and her employment, mothering, motherhood and children are in a state of heterogeneity from family to family and individual to individual because of different ratio of family members, male dominating society, lack of resources deficient in knowledge of investment, poor visibility of importance of education, demand of giving birth of different number of children. Demand to increase the number of male as compared to female, low salary of highly educated employed father, use of income obtaining from land, rent and agricultural sources by authoritative fathers and grandfathers are the main problems. Combined and separate family system, less valued woman dimensions due to unawareness and ignorance of course is a clear indicator to get more education, to go for employment, to earn for her children, to compete with gender discrimination to achieve her value, worth given by her religion and contemporary situational rules and regulation around the global village. Strong roots of developments of any nation arise from strong well-educated young ones with strong behavioral and high educational background. Educated employed woman not only serves her children educate better but also helpful by investing her salary on mother, grandmother, sibling and other old age family members that are not even supported by their own sons”. (Mahboob, 2009)

Government of Pakistan (2003)

In developing countries like Pakistan of financial help to any child from his mother is highly significant in contemporary competitive stage of life to fulfill child's needs and requirements globally. Men and women are pillars of society: Without their equal contribution no one will achieve the goals. It is very important in all dimensions of to educate girls and remove the word of gender disparity and discrimination woman against any right in the world. No society can progress appropriately without proper education of woman. As for capabilities of women are concerned, they are not less than men.

-Gavin, (1999), states "from the ancient to medieval and present age women have been equally taking part in socio-economic development of life with men but they have got no equal importance on screen of woman interactive participation and involvement." The position of women as second-class citizen is reinforced by the narrow career opportunities available to them.

The contribution of woman work remains too small to see as most of them have to work in the unorganized and informal sector which encompasses all kind of work, such as casual frame work, labor in family enterprises and private crafts, private schools teaching and nursing or installed labor in houses. Moreover, a large invisible female labor force cannot be properly utilized in the crest interests of the country.

According to the authors (Maqsood, *et. al.*, 2005) "the female work is not recorded in spite of the fact that her work of motherhood as a job is the second largest old profession in the world".

Emphasize different statements to strengthening the situation of woman with the passage of times. Some forces, religious taboos and social customs prevent the free flow of women labor to seek employment in large numbers. These restrictions are now weakening day by day and the general attitude is becoming more and more helpful. (Gupta, 1960)



-Women's labor force participation is not given the same consideration as that men's receives. Despite the economic necessity impelling many women into the labor force, their work was often considered secondary and frivolous. Women faced discrimination in pay, fringe benefits, and opportunities for advancement and access to interesting jobs. Additionally, women were still expected to perform the majority of household and child securing task, regardless of their work status. The result is that women's work is never done (Feinstein, 1979).

Women in Pakistan were looked up only as the house wives who looked after their husbands and raised their children. All through the centuries, the woman had not been allowed to play her role as an active and equal member of the society. She was as good a human being as the man and had the same sensitivities and capabilities. She could be as productive an agent of the society as man could be (Abidi, 1976).

"Traditional thinking and beliefs are against the employed women that they never good housewives and neglected their children but on the basis of research, it is concluded that employment of women had positive effect on the socio-economic status of the family" (Azhar, 1978).

A very few number of females are facing the husband's opposition towards their jobs. Reasons for those who do have the community and familial censure are leading to male ego-problems negligence of children, housework and female ill-health. Relatives (in-laws) criticize their paid employment because they are afraid of their moral loss; will become loose; they become too independent and forget their actual status (Hafeez, 1983).

Status of women as second-class citizen was reinforced by the narrow vocational opportunities available to them. They were discouraged from competing with men by

their upbringing and they had to confront overt discrimination within the job market. Moreover different problems such as attitude of the society members, prejudice and unrecognizing which the employed women encountered with regard to their status and role in the economic life adversely affected the utilization of their talent and working capabilities (Khalid, 1990).

“In this age of inflation and rising prices, resulting economic tension, the Pakistan middle class working women feel it incumbent upon them to contribute to their family well beings by relieving anxiety in the hand to mouth existences. A woman is fighting the tough battle of her life for providing the prosperous and comfortable life to her family”. (Maqsood 2005).

According to Hoffman, (1998):

She has to maintain the steadiness, equilibrium and balance between her home and career. No doubt employed women are financially independent, maintain and support their families and bring a positive change in the social status, but they are still upset in different ways. Different problems such as attitude of the society members, prejudices and un-recognition that the employed women encounter with regard to their status and role in the economic life, negatively affect the utilization of their talents and work capabilities.

“These problems may reduce the efficiency of the employed women and act as hindrance for entering of females in different jobs. But in spite of all obstacles women have to work. There are some huge causes, which force them to do a job, which are deficiency of resources, poverty and attraction of high status” (Hoffman, 1998).

“Women share in the construction for social and economic structure to make family. So their problems need sympathetic consideration for solution. The present study was designed to investigate the different problems faced by the employed educated women in these areas” (Hoffman, 1998).

## **2.8 The Mother's Sense of Well Being**

“Mother plays an important role in the well-being of their children and in the grooming and growth of the child” (Alwin, 1999).

The second aspect of family life is often seen as linking mother's employment status to effects on the child is the mother's sense of well-being and numerous studies have compared employment mothers to full time homemakers on various indices of mental health and life satisfaction

Primarily this research has found a higher level of satisfaction and morale, and lower scores on stress indicators and measures of depressive mood among the employed.

## **2.9 Social and Economical Factors Affecting Employed and Un-employed mothers**

There are different factor having effects on the employed mothers. According to Baldwin (2003) “it is known that mothers are not homogenous group of the people. There are no typical working types of mothers. Their attitude towards their jobs and their decision about child care are shaped by range of social and economic factors.”

### **2.9.1 Marital status and Family Structure**

Statistics indicate that employed mothers who are married to the fathers of their children have more stable families. Employed mothers who are single or in non-traditional relationships have a more difficult time in maintaining family stability even apart from the demands of their jobs.

### **2.9.2 Type of Work**

Employed mothers in business or the professions usual earn more than women with less education and often find their work psychologically satisfying. They are also often on call outside the office and may find it difficult to leave the demand of their work behind when they go home.

### **2.9.3 Income Level**

Employed mothers with well-paying jobs have more choices about housing, transportation, and childcare arrangements than those with limited incomes.

### **2.9.4 Number of Children and Special Need Children**

Male adjusted children need special attention and more time from their moms as compared to women with fewer children who are healthier. Mothers find it easier to cope with the demands of a job with less number of children than the women with several children born close together or women whose children suffer from chronic illnesses or development learning difficulties.

### **2.9.5 Age and Responsibilities of Mothers**

Employed mothers over 40 are more likely to develop job related health problem than younger women. In addition, women in this age group are often coping with the care of aging parents as well as their own off spring including other dependent family members.

## **2.10 Differences between Children of Employed and Un-Employed Mothers**

Many of the studies that have compared the children of employed and un-employed mothers on child outcome measures such as indices of cognitive and socio-emotional development have failed to find significant difference (Gold, 2008). There is a lot shown reasonably consistent differences has examined the relationships within subgroups based on social class and gender. Patterns that have been revealed over the years include the following:

- 2.10.1. Daughters of employed mothers have been found to have higher academic achievement, greater career success, more nontraditional career choices, and greater occupational commitment.
- 2.10.2. Studies of children in poverty, in two-parent and single-mother families, found higher cognitive scores for children with employed mothers as well as higher scores on socio-emotional indices.
- 2.10.3. A few earlier studies found that sons of employed mothers in the middle class showed lower school performance and lower IQ-scores during the grade school. About ten years of age, there were three separate studies that looked at that relationship; two of them found no difference, but the third found lower scores for sons of employed mothers in the middle-class. We found no indication of this in the Michigan study. In fact, we found the opposite in our study, the children of employed mother obtained higher scores on the three achievement tests, for language, reading and math across gender socio-economic status and marital status, middle-class boys included. It was our most robust finding for the child outcome differences.

And yes, we controlled on the mother' education.

- 2.10.4. Previous research has also found some social adjustment differences between children with employed and un-employed mothers but with less consistency. Daughters of employed mothers have been found to be more independent, particularly in interaction with their peers in a school setting and to score higher on socio-emotional adjustment measures. Results for sons have been quite mixed and vary with social class and with how old the children were when they were tested. One finding from the 1970's was that in the blue-collar class, sons of employed mothers did well academically but there was a strain in the father-son relationship. This was interpreted as reflecting the modern traditional gender-role attitudes in the blue collar class. The mother's employment was seen as a sign that the father was an inadequate bread-winner, and if the fathers helped out with housework and child care the resented it. We did not find this at all and it may reflect the change over the years in gender-role attitudes in the working class – the less stereotype views becoming more pervasive across class. The other social adjustment findings from the recent Michigan study were generally consistent with previous results but extended them. Daughters with employed mothers, across the different groups, showed more positive assertiveness as rated by the teacher (that is, they participated in class discussions, they asked questions when instructions were unclear, they were comfortable in leadership positions), and they showed less acting-out behavior. They were less shy, more independent

and had a higher sense of efficacy. Working class boys also showed more positive social adjustment when their mothers were employed, and this was true for both one-parent and two-parent families. For the middle-class boys, although their academic scores were higher, there was little evidence of social adjustment benefits

- 2.10.5. In fact, there was some evidence that those with employed mothers showed more acting-out behavior than the sons of full-time homemakers.

## **2.11 Child Rearing Patterns**

So this brings us to the third route by which the mother's employment status can affect outcomes for school aged children through differences in child education. A number of researchers have suggested that the childrearing dimension which includes encouragement of independence, maturity demands and autonomy granting particularly. This is a dimension that can encompass in its extreme overprotection on the one hand and neglect on the other. Previous research has presented some evidence that employed mothers encourage independence in their children more than un-employed mothers do. The encouragement of independence is consistent with the situational demands of the dual role since it enables the family to function more effectively in the mother's absence. Urie Bronfenbrenner has suggested that encouraging independence and granting children autonomy may have a negative effect in boys because it increases the influence of the peer group which, for boys, is more likely to be counter to adult standards. The encouragement of independence and autonomy in girls, on the other hand, would have a positive effect since they are traditionally given too little encouragement for

independence (Fowler, 2005).

A number of studies in developmental psychology have documented a pattern of encouraging dependency in girls. Beverly Fagot, for example, has conducted a series of studies of toddlers based on behavioral observations, which demonstrate this. In one set of studies, she shows that mothers of daughters reward dependency by responding too quickly to their bids for help, while mothers of boys are more likely to encourage them to work the problem out for themselves. Such gender-based differences in childrearing, however, are less prevalent in employed-mother families. In the Michigan study, we found them across social class, employed mothers in contrast with full-time homemakers, showed less differentiation between sons and daughters in their discipline style and in their goals for their children. (Fowler, 2005)

We also found that employed mothers as compared to full-time homemakers were more likely to cite independence as a goal for their daughters and less likely to indicate that obedience or to be womanly was their goal. And mothers who cited the goal of obedience or the goal to be feminine were more likely to have daughters who were shy, nonassertive in the classroom and had a lower sense of efficacy, while citing the goal of independence showed the opposite effects (Fowler, 2005).

## **2.12 Common Problems that Employed mothers Confront of Educated Employed mothers**

There are many problems which are confronted by the employed mothers (Etaught, 1993). They are referred in the following:



### **2.12.1 Logistical Problems**

These problems have to do with coordinating the details of the mother's working day, including use of the family car, arranging one's hour's work, dealing with a sick child etc. Nursing mothers who return to work before an infant is weaned often have to make complicated arrangements for expressing and storing breast feed during the working day.

### **2.12.2 Financial Issues**

These include the cost of child care arrangements, problems with continuity of health insurance coverage and loss of income related to missed work. A report indicates that employed mothers missed an average of 17 days of work per year due to children's healthcare needs.

### **2.12.3 Professional Development Issues**

Employed mothers who cut back their employment to part-time work often lose opportunities for promotion as well as such benefits as health insurance. In addition, other employees often resent having to cover for employed mothers who come late, leave early or miss work on short notice because of their child's needs.

### **2.12.4 Health Issues**

Employed mothers are often more vulnerable to stress-related illnesses than those who remain at home with their children. Some of the stress is related to ongoing social controversy about changing sex roles and family structures; many employed mothers are

made to feel guilty about their decision to continue working. In addition, employed mothers often do not get enough sleep. Sleep deficits are known to make people more susceptible to infectious illnesses as well as automobile or workplace accidents.

#### **2.12.5 Interpersonal Issues**

Many employed mothers; particularly those whose jobs give them little control over their work (such as food service, factory assembly-line work, etc.) come home at night feeling emotionally frustrated as well as physically tired. They are often concerned about the effects of job-related stress on other family members. If the family is coping with the care of elderly relatives as well as children, interpersonal stress is intensified. Parents may find themselves withdrawing emotionally from their children as well as quarrelling more often with each other.

#### **2.13. Parental Concerns about a Mother's Employment Include Several Long-Term as well as Short-Term issues**

Mother employment is concerned with a number of problems and issues faced by the mothers during the work hours.

Beyer, (1995) defined the mother's effect in short-term and long-term on the personality of the child. And these issues are concerned with the mother in long and short term as:

- **Children's Future Well-being:** A major concerns is the impact of the mother's work on her children in terms of academic success, mental health and ability to form relationship. In addition, good children care experience often helps children's social as well as emotional development.

- **Stability of the Marital Relationship:** Some couples worry about the impact of the mothers work on relationship with their partner. In general, married couple appears to be less affected than the other couple.
- **Household Safety and Security:** household safety is most likely to become an issue when the children of a employed mother are too old for day care and must stay in an empty for several hours after school before the parents return from work. Such children are sometime called “latchkey children “because they are usually given a key to the house or apartment so that they can let themselves in when they get home.

## **2.14 Maternal Employment and Unemployed Affect Child Academic Performance**

The school going children are affected with different problems and issues during their school days that may have effect on the performance of the child.

According to the Foon, (1998),

The focus on school-aged children was to talk about the research on maternal employment during the child’s infancy and toddler years. This has been a topic of significant interest and controversy where most of the maternal employment research on older children has looked mainly at child outcomes, the research on infants and pre-schooling has looked in a straight line at parent-child interaction. This is because for infants and young children, valid outcome measures are difficult to obtain. These studies have looked at the quantity of the mother-child interaction, the home environment, and the parent child affection.

Desai, (1999) “concluded that full time employed mothers spend less time with their infants and preschoolers than part time and un-employed mothers, but this effect diminishes with maternal education and with the age of the child. In addition, the effect is also less when the nature of the interaction is considered”.

A particularly active area of maternal employment research since 1980 has involved the comparison of dual-wage and single-wage families with respect to mother-infant attachment. In most of these studies, no significant differences were found.

## **2.15 Day Care Arrangements and Employed Mother**

“It is very difficult to carry the baby to work places. So it affect the employed mother as well as children. This might be not a problem of the un-employed lady: She can bitterly handle and look after her child at home. Instead on other hand an employed lady might remit in the tension of her baby during the working hours”. (Fermann, 1997)

“The major options for child care include staggered working hours that allow parents to meet all child care needs themselves; care by relatives or close friends; hiring a babysitter or housekeeper; and child care in a private home or at public facilities, including day care center, nursery school or pre-schools, and company sponsored”.

### **2.15.1 Parent Babysitting Cooperatives**

A group of families share responsibilities for child care. Most cooperatives operate on a point basis rather than charging a monetary fee. Points are assigned to each family according to the number of its children and the number of hours of care they require.

### **2.15.2 Sick Child Care**

These programs send an adult caregiver to the home of a sick child on an as-needed basis. There are also day care programs run exclusively for chronically ill children.

### **2.15.3 Play Groups**

Play groups are similar to cooperative babysitting. In that several parents get together to provide opportunities for supervised play for a group of children. Most play groups meet once or twice a week for two or three hours.

### **2.15.4 Drop-in Care**

Drop-in care is an option offered by some child care centers in an as-needed basis. Parents must pre-register and pay for this service, usually on an hourly basis. Drop-in care allows parents to bring their child in for three to four hours of supervised play on an occasional basis. Most child care centers that offer a drop-in option set an upper limit of 45-50 hours per child in any given month.

## **2.16 Employed Mother and Different Level of Work**

Employed mother have different mode of work (Chase's 1994, p.67). He offers the different working routine regarding time and mode of work as given below:

### **2.16.1 Flex (hard) Time and Part Time Work**

Unhappy with the pressures and sacrifices of combining mothering with full time work, many women have wanted alternatives that allow them to relax the frantic pace of their lives but still sustain jobs and careers. According to study the number of companies offering some type of employment flexibility to their workers rose from 51 percent in 1990 to 73 percent in 1995. Fifty five percent offered flex-time while 51 percent offered part-time work. In 2004 employed mother magazine reported that 97 percent of the

companies on their list of the 100 best companies for mothers in the workforce offered squashed workweeks of the sharing opportunities. Mothers who worked part time got more suppleness and more time with their children as well as time devoted to their own needs. They were able to have their children get home from school attended school plays and other functions and took their children to doctor appointments without facing conflicts at work. However, part-time work also had disadvantages, beside for the cut in pay.

Many part timers carry workloads unequal to the number of hours they put in sometimes being required to be available by telephone to clients or colleagues during their hours at home. In most cases they lose health insurance coverage. They may also face the resentment of co-workers who are required to keep a nine-time five schedule. In addition to part-time work, kike time taken off the job usually places women at a disadvantage in terms of professional advancement. Promotions come later, and the fast track positions are often out of reach altogether.

#### **2.16.2 Mothers Shift Work with Husbands**

Another employment pattern that works well for some couples is working in different job shifts so that the father can provide child care when the mother is at work and vice versa. Many fathers in service occupations are able to share childcare responsibilities because they can work in evening or night shifts. Although shift work has the advantage of allowing both parents to work full-time jobs and increase family's total income, its disadvantage is that it decreases the time available for all family members to share meals and other activities. A study of 4,400 dual wage-earner Canadian families

with children below the age of 11 found that children whose parents worked nonstandard schedules were more likely to build up difficulties than children whose parents did not do shift work. The researchers found that this correlation held whether it was the father, the mother or both parents who worked nonstandard hours.

### **2.16.3 Job Sharing**

An employment arrangement is job division, in which two people jointly fill one full-time position. They may alternate their hours in a variety of ways depending on what arrangement best suit the personal and professional needs of both. For example, a pair of job sharers may work alternate days, while another arrangement may be that each person working two days in a row and part of a third day. Job sharing opens up a wider arena of employment than that normally available to holders of traditional part-time jobs, and unlike most part-time employees, women who job generally receive benefits prorated in accordance with the number of hours of works. For employed mothers another advantage of job sharing is that people who share job often cover for each other when unusual family needs arise. In successful job sharing arrangements, the partners have a cooperative and supportive relationship, staying in close touch to maintain continuity on the job. Job sharing may be an option for a husband and wife in the same field as well as for two unrelated workers; some colleges and universities have allowed faculty couples to share a teaching position.

#### **2.16.4 Telecommuting and Employed mothers**

The computer revolution makes possible yet another alternative work for mother's seeking extra time and a more flexible schedule, telecommuting or working from home. According to information in both the wall street journal and the New York Times, telecommuting was the fastest growing type of alternative work arrangement in the United State as of 2004. It can replace either all or part of one's hours at the workplace, and a telecommuter can work either part- or full-time. Telecommuters obtain and send documents via their company's computer networks and can be available, if necessary, by e-mail, voice mail and pager. Even when a telecommuting employee is expected to adhere to fixed work hours, the arrangement still provides a significant savings in time spent dressing for work, commuting and socializing with other employees. Experts caution, however, that a woman who works at home should not expect to simultaneously take care of her children. Telecommuting mothers may want to arrange for child care during their working hours and may be interested in establishing boundaries between their work and their family life. Some employers may change the employment status of telecommuters to that of independent contractors, resulting in loss of benefits for the workers.

#### **2.16.5 .Self-Employment**

Some employed mothers who want a challenging but flexible work schedule are drawn to self-employment. While the number of entrepreneurs in the United States increased 56 percent overall in the 1980s the number of female entrepreneurs grew 82 percent. Women were expected to start 2.5 million companies in the 1990s and owned



half of all American businesses by 2000. In the early 1990s home-based businesses started by women were the fast-growing type of skill business. The number of women employed in these ventures tripled between 1985 and 2001. Self-employment accommodated a wide range of skills and employment backgrounds from cooking and crafts to consulting, writing and practicing tax law. Self-employed women working at home may put in long hours crafts to consulting, writing and practicing tax law. Self-employed women working at home may put in long hours and those leaving high-powered corporate jobs usually earn less money, at least initially but they gain flexibility and control over their schedules. Like telecommuters, self-employed women may want daycare arrangements and find strategies for separating their business and personal lives. Fortunately, start-up costs for home-based businesses are relatively low. For women requiring assistance, low-interest loans can be obtained through the small business administration which also runs a variety of training and networking programs for female entrepreneurs. A number of states also offer programs that aid women owned businesses.

### **2.17 Educated Mother and Child Learning to Improve Academic Performance**

Educated mother will give special attention to her children suffering from some deficiencies in learning and educating at school. For example in University of New York the five ways of encouraging students according to Dr. Kurtz (2011) are to construct confidence and encourage learning in those students who have attention deficit disorder. "These kids have the sense that they are putting a lot of effort into something and they are not getting enough in return as compared to their peers: "It is really about building skills and reinforcing those skills."

To place the foundation for social and scholastic success for a child attention deficit, a few guiding principles are given to help put up his or her skills and self-esteem:

- 1- Focus on strengths
- 2- Accommodate in school
- 3- Keep instructions positive
- 4-Boost success
- 5- Use rewards

"Parents and teachers need to work together to come up with a plan," that the performance makes sense; they won't need the rewards any longer.

## **2.18 The Father's Role**

In the grooming of the child, a father play important role according to the Nock (1993) now the father's role has long been viewed as important mediators of the link between the mother's employment status and child outcomes. The father's role was a major variable in the Michigan study and a clear link was shown to daughters' better academic performance and to their greater sense of efficacy.

In addition, although maternal employment was directly related to daughters' views that women are competent in activities generally seen as male activities' higher father involvement increased this effect. In addition, the view that women are competent was a major link to girls' sense of efficacy and test scores. The father's higher involvement in child care and the merging of roles there was also related directly to both boy's and girl's test scores.

The amount of time fathers spent with children in leisure/fun activities on the other hand, showed no relationship to test scores of either boys or girls. Thus, there is a path from the mother's employment status to the father's role to the children's academic performance. In accommodation to the mother's emolument, fathers take on a larger

share of the household tasks and child care. Their higher participation in child care operates to increase the academic competence of both boys and girls; but particularly for girls. We also found a direct link from the mother's employment itself for girls across class and marital status. When mothers are employed, girls view women as more competent and this view mediated the girls' own higher sense of efficacy and their academic performance as rated by teacher as well as by the test scores.

## **2.19 Human Resource Development for Mother**

Human resource is the capability to enhance the resources capability of the mother to put the potential towards their children to promote them. By improving, the potential mothers can play an important role in the development of their children. The word human means both male and female are in equal proportion for their rights.

The term human resource management was introduced to the 169 Miami conference of the American society of the training and of development (ASTD) by Leonard Nadler's. Human resource development is the study and practice of increasing the learning capacity and application of learning based interventions for the purpose of optimizations human organization growth and effectiveness (Chalofsky, 1992 as quoted in John, 2005)

“Human resource development process consists of set of activities to be carried out to enhance capability of ability of human being. United Nation's 12<sup>th</sup> meeting on united nation program in public resources development encompasses an array of activities that enhances the ability of all human being to reach highest potential”.

Song (2005) defines human resources development as the process of developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance.

Human resources development plays a vital role in improving human capacity building and enhancement of professional skills which lead to contribute to overall economic development of the country. This sector of economy has also been focused in national education policy 2009 of Pakistan. Enhancement of skills of manpower will increase efficiency and competitions in local industrial sector and will also increase worker's remittances as well as increase in overseas to earn foreign exchange. The World Bank, (2006) elaborated the importance of skill development for country's development by indicating that the countries which have had speedy increase in educational achievement and sustainable economic growth are only because of up-gradation of education. In the scenario of globalization larger number of skills is essential for attraction of direct investment development of workers: Skills increase employment opportunities in labor market because skilled workers can easily be absorbed into the economy.

Highly skilled trained personnel are assets of an organization. They contribute in attaining describable growth, efficient utilizations of resources, reputations in competitive market environment and productivity of an organization. It is worth mentioning that almost in every organization, human resource development exists in same shape.

The theory of human resource development has been derived from the neo classical theory of economist which treats employees as human capital and their rating has been made on the basis of their qualification, abilities and skills. That theory and

practices of human resource development influenced two disciplines namely economics and psychology. Human resource development is based on perfect competition in relations to differences in wages, placement, promotions and rewards among the employees. Another assumption of an extra output through job training determines values of human capital by rating and extra fringe benefits are awarded.

## **2.20 Researches that Relate Mother Education and Employment in the Society and Affect on Children's Achievement**

Malik, (2005), Sultana (2002), Haq (2002) et.al stated that education and employment for social recognition and empowerment of women is very important for the well-being of children.

According to Malik, (2005),

Social recognition of women in Islam is highly appreciated but practically not implemented. In the light of Quran and Ahadis there is not preference of male over female and female over male, they are like the wheels of a vehicle with equal importance. Empowerment of women in Muslim country like Pakistan is not understood by mostly educated and high skilled women. Religious, cultural and traditional values are transferring from generation to generation in the hands of male prominence shift.

The economic independence of women is a major way to stop discrimination against her. The increasing pressure of market and family control by women is not negated. The un-employed woman has more social constraint than employed woman, as the employed woman is economically independent and free. Higher education, more training and more earning make strong woman empowerment. Poor females can increase their social status with work and education and can also liberate them from the chain of tradition to achieve desire goals (Haq, 2002).

“The un-employed woman has more social constraints than employed woman, as the employed woman is economically independent. Higher education, more training and more earning make strong woman empowerment” (Sultana, 2002).

“Education is the systematic process of instruction for the development of character or mental powers. The most important stage of education is of prime importance for the building of career. Accuracy and efficiency of this stage enable a child to raise the standard of his personality. Unluckily, the significance of this stage is ignored the most in our country. The drawbacks are that both the public sector and private sector have the capacity to publish books yet not according to the psychological level of the children” (Khalil, 2009).

Khyber Pakhtoon Khwa was the first province to initiate the formation of a Parent Teacher Association (PTA) in 1993 (initially known as Village Education Committees). About 17,000 PTAs have been formed to date.

Many of the studies that have compared the children of employed and unemployed mothers on child outcome measures such as cognitive and socio-emotional development. The research that has shown reasonably consistent differences has examined that daughters of employed mothers have been found to have higher academic achievement, greater career success, more non-traditional career choices, and greater occupational commitment. (Hoffman, 1996)

## **Chapter 3**

### **RESEARCH METHODOLOGY AND PROCEDURE**

The major objective of the study was to compare the impact of educated employed mothers with that of educated unemployed mothers on the academic performance of primary school children. The present chapter deals with the research design and methodology. This chapter discusses with the following headings:

- Research design
- -Population
- Sample
- Instruments
- Data analysis

#### **3.1 Research Design**

McMillan, (2001) argues that “the nature of the data and the problem for research dictate the research methodology”. Techniques designed to describe existing condition are commonly called descriptive research. The term descriptive research is frequently coupled with survey in describing this method which gives insight into the nature of the method (Cantt, 2003). The population must be chosen with great care clearly defined and firmly delimited. Data must then be organized and presented scientifically so that suitable and correct conclusion can be drawn. In the light of the above, the nature of this research

is descriptive.

### 3.2 Population

Total numbers of private public schools in Saidu Sharif were 15, the total number of students were 358. Population of the study consisted of all educated employed mothers and educated un-employed mothers of Saidu Sharif in District Swat and their children studying in the primary schools. All those mothers and their children were taken who were educated, employed and un-employed. These comprised the population of the study.

Table 3.1 List of Private public school

S.#	School Name	Union Council Name	Boys	Girls	Total Students in Class 5th
1	Capital Public School	Saidu Sharif	10	6	16
2	Udyana Model School	Saidu Sharif	22	11	33
3	Idia Public School	Saidu Sharif	3	0	3
4	Pine Hills Public School Shagai	Saidu Sharif	36	14	50
5	Central P.S Shagai	Saidu Sharif	8	4	12
6	Frontier P.S Saidu Sharif	Saidu Sharif	15	10	25
7	Islamia Public School Shagai	Saidu Sharif	0	0	0
8	Iqra Academy Royal Palace Saidu	Saidu Sharif	12	18	30
9	Hira Model School Gulkada	Gulkada	14	6	20
10	Khpal Koor Model School	Gulkada	44	0	44
11	Abdali Education Academy Panr	Gulkada	8	0	8
12	Makka Model School Gulkada	Gulkada	15	2	17
13	Sarosh Academy	Gulkada	20	4	24
14	Swat Model School & College	Gulkada	21	15	36
15	The City School	Gulkada	36	4	40
Total			264	94	358



### 3.3 Sample

Stratified Random sampling technique was used and one forty students of the total number of students (children) of both educated employed and educated un-employed mothers were taken as a sample. Besides that, one forty mothers of selected students were the part of the sample. Total numbers of selected mothers were one hundred and forty. The total 70 employed mothers and 70 un-employed mothers were taken as sample from the total population.

*Table 3.2 Total number of 5th class children and their mothers*

Children of educated employed mothers	Children of educated un- employed mothers	Number of educated employed mothers	Number of educated un- employed mothers	Total number of participants
70	70	70	70	280

### 3.4 Instruments

#### 3.4.1 Questionnaire

Questionnaire was developed to get the opinion of the respondents. That is for educated employed and educated non- employed mothers.

### 3.5 Pilot testing

Questionnaire based on Lickert scale was administered to 15 educated employed mothers and 15 educated un-employed mothers. The questionnaire was improved in the light of their feedback. The experts' opinions were sought for validity.

### 3.6 Procedure of Data Collection

The academic results were collected from the school administration. The researcher approached the employed and un-employed mothers with multiple questionnaires. This was supported by a letter from supervisor easing the activity. All academic results of the selected students, their addresses and phone numbers were collected from the school administration. Questionnaire was designed for data collection: one was for the educated employed mothers and the other for educated un-employed mothers. That questionnaire was based on Lickert scale. Questionnaire was handed over to the respondents personally and they were also briefed about the nature of the research.

### 3.7 Analysis and Interpretation of Data

The data obtained was tabulated, interpreted and analyzed on the basis of t-test and using the SPSS software. The final data was interpreted in Statistical Program for Social Sciences (SPSS) to calculate t-test. The questionnaire for educated employed mothers and educated un-employed mothers was prepared each carrying 30 items. Responses to the statements were provided five options. These options were abbreviated as follows:

Strongly Agreed	SA	5
Agreed	A	4
Uncertain	UNC	3
Disagreed	DA	2
Strongly Disagreed	SDA	1

## Chapter 4

### DATA ANALYSIS

This chapter presents analysis and interpretation of data that was collected by administering questionnaire personally. The academic results were also collected from the school administration.

The responses received were analyzed through statistical applications, using t-test for comparison of the academic performance of children of educated employed mothers and educated un-employed mothers in the light of some objectives. The objectives of the study were (1) to investigate the perception of educated employed mothers about the academic performance of their children. (2) to investigate the perception of educated un-employed mothers about the academic performance of their children. (3) to compare the academic performance of the children of employed mothers with the children's of un-employed mothers. (4) to compare the perceptions of educated employed mothers with the perceptions of educated unemployed mothers.

For data collection questionnaire was designed for the educated employed mothers and educated un-employed mothers. That questionnaire was based on Lickert Scale. The academic results were also collected from the school administration. The study was delimited to private primary schools of Saidu.

*Figure 4.1: Comparison of employed mothers with un-employed mothers about attending the parent's meetings*

Employed mothers had higher mean score (4.34) than un-employed mothers (2.26). It was concluded that there was a significant difference between employed and un-employed mothers regarding attending the parent meeting regularly. It meant that employed mothers attended more parents' teacher meeting as compare to un-employed mothers.

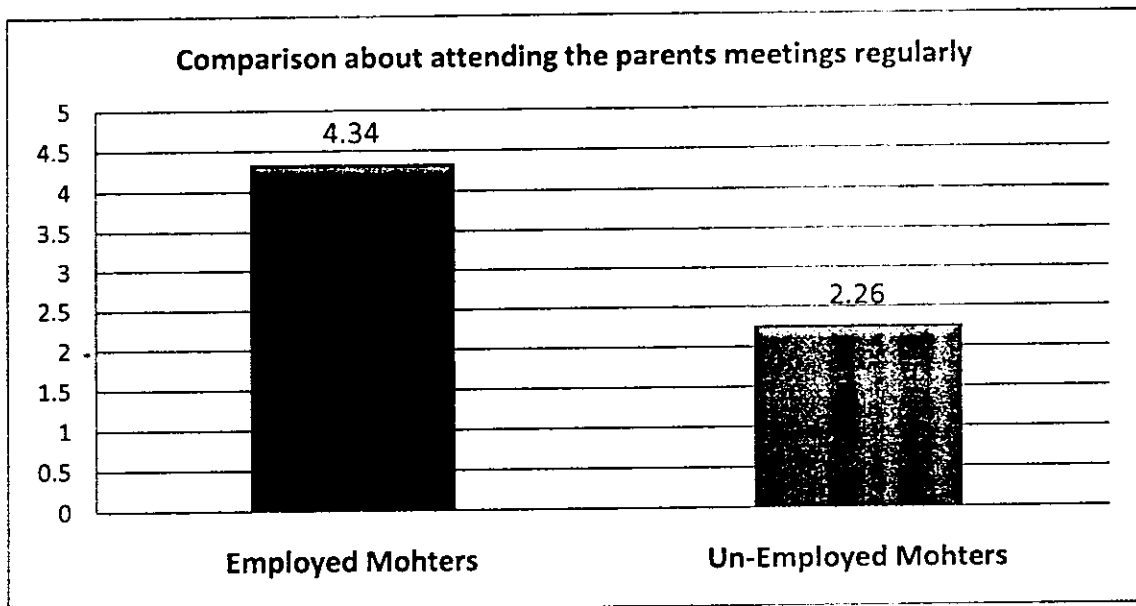
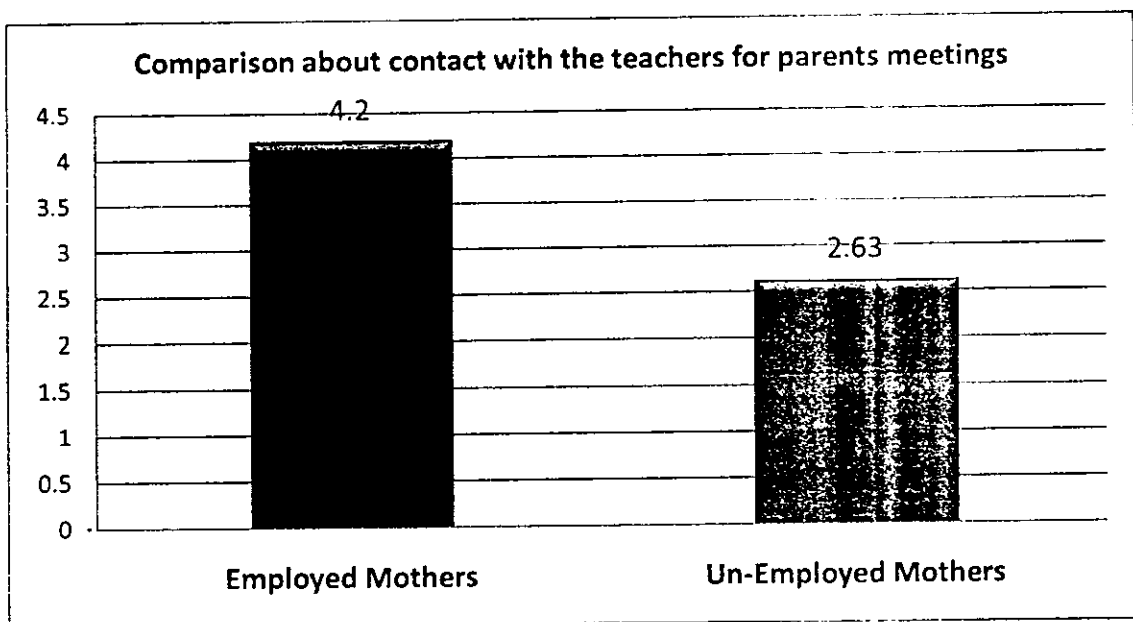


Figure 4.2: Comparison of employed mothers with un-employed mothers about contact with the teacher for parents meetings

Employed mothers had higher mean score (4.20) than un-employed mothers (2.63). It was conclude that there was a significant difference between employed and un-employed mothers regarding apart from the parents teacher meeting they make contact with the teachers apart from parent teacher meetings. It showed that employed mothers had more contact with teachers as compared to un-employed mothers.



**Figure 4.3:** Comparison of employed mothers with un-employed mothers about fixed timing for the study and meals

Employed mothers had higher mean score (4.30) than un-employed mothers (2.83). It was concluded that there is a significant difference between employed mothers and un-employed mothers regarding their children generally following fixed timing for the study, meal and going to bed.

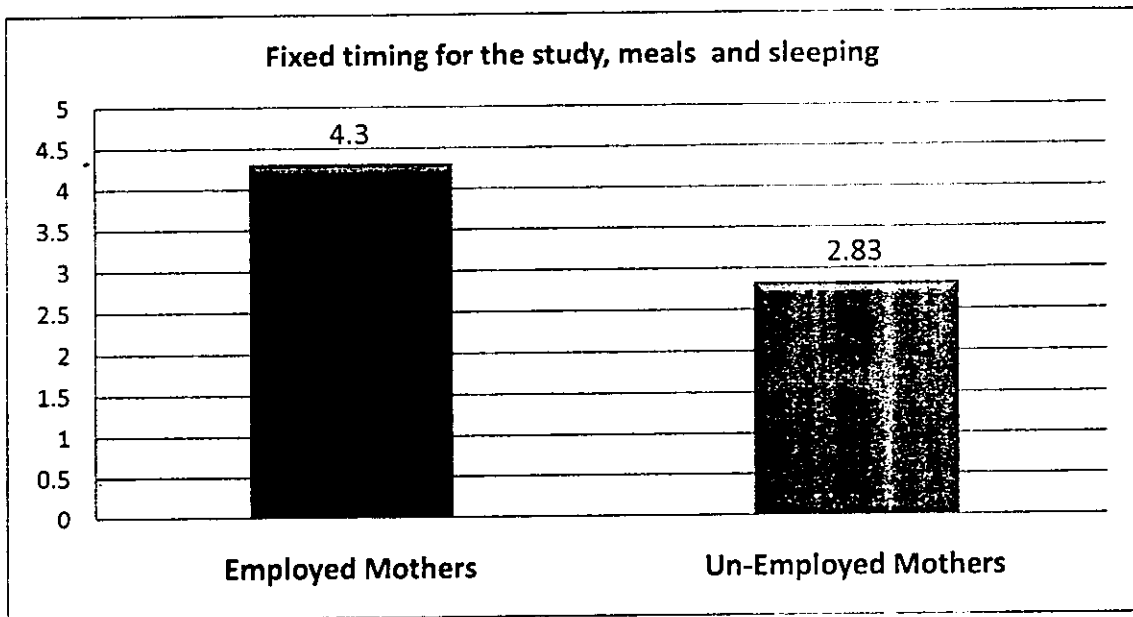
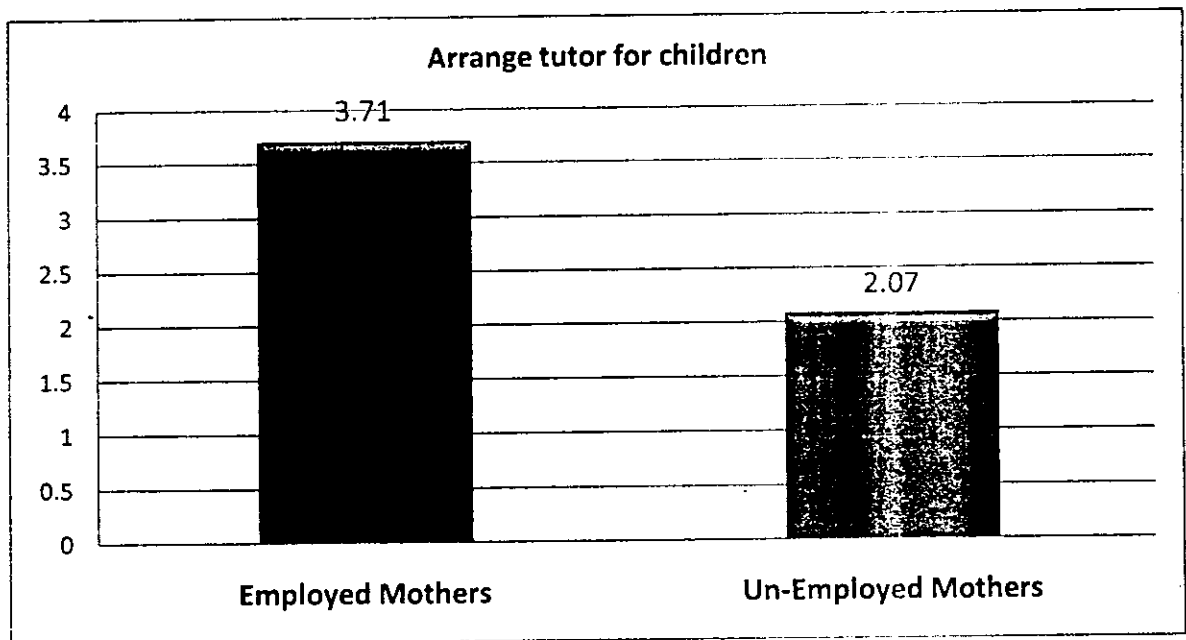


Figure 4.4: Comparison of employed mothers and un-employed mothers about arrangement of a tutor for children

Employed mothers had higher mean score (3.71) than un-employed mothers (2.07). It was concluded that there was a significant difference between employed and un-employed mothers regarding they try to arrange a tutor for your children. It showed that employed mothers had more trying to arrange a tutor for their children.



*Figure 4.5: Comparison of employed mothers with un-employed mothers about yearly academic results of children*

Employed mothers had higher mean score (4.36) than un-employed mothers (3.56). It was concluded that there was a significant difference between employed and un-employed mothers regarding the academic results of their children was getting better every year. It meant that the academic results of children of employed mother is getting better every years as compare to un-employed mothers.

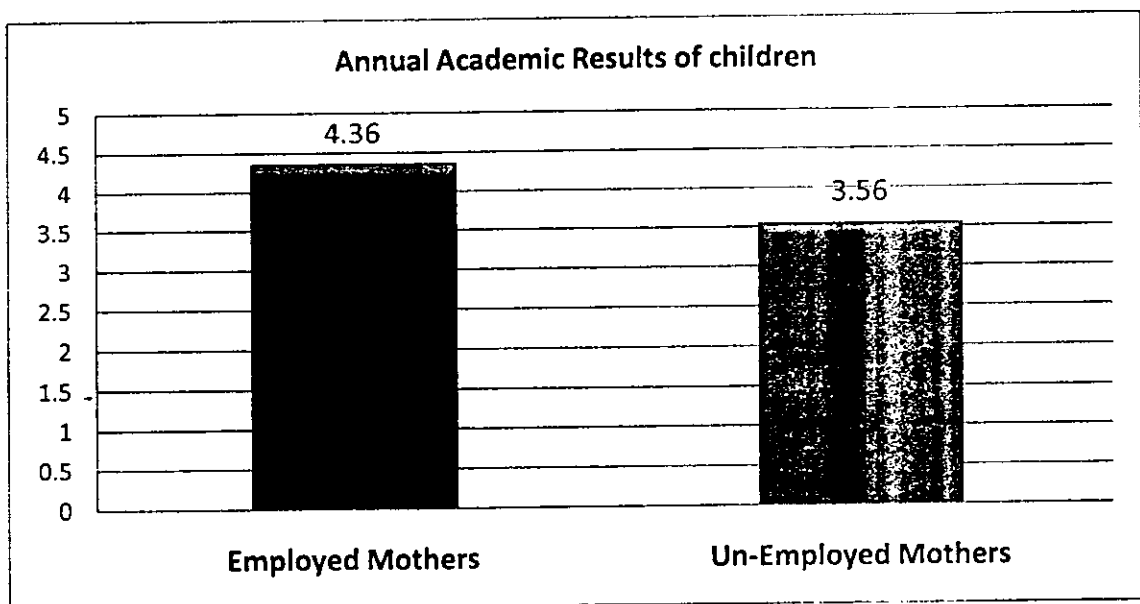
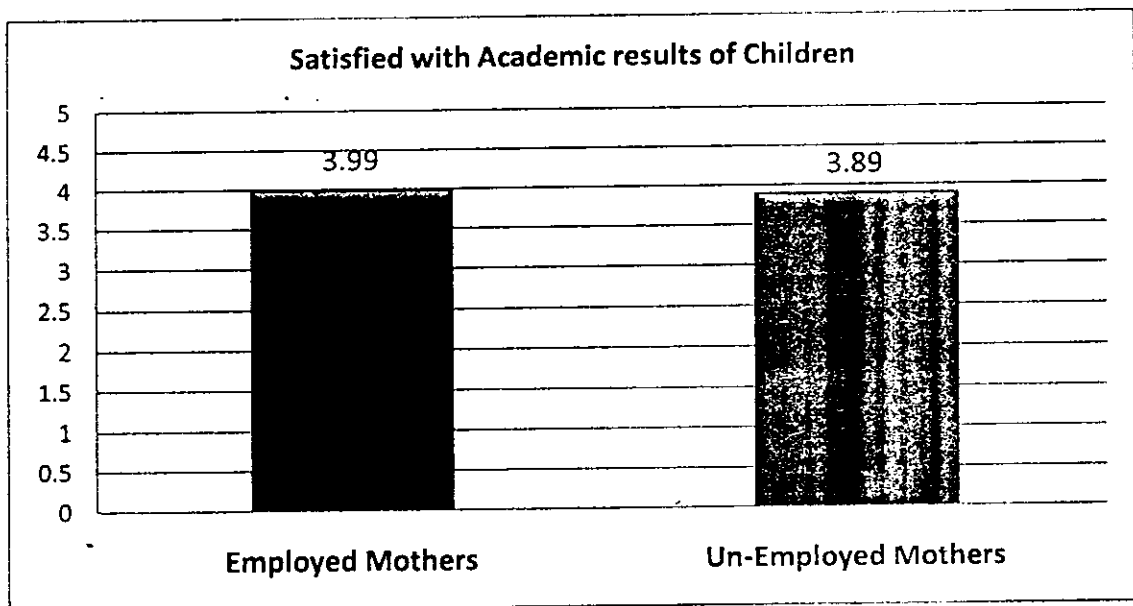




Figure 4.6: Comparison of employed mothers with un-employed mothers about satisfaction with academic results of children

Employed mother's mean score (3.99) and un-employed mothers (3.89) was almost same. It was concluded that there was no significant difference between employed and un-employed mothers regarding their satisfaction with the academic results of their children. It shows that both employed and un-employed mothers are satisfied with the academic results of their children.



*Figure 4.7: Comparison of employed mothers with un-employed mothers about children reading story books*

Employed mothers had higher mean score (4.04) than un-employed mothers (2.27). It was concluded that there was a significant difference between employed and un-employed mothers regarding their children reading story books. It showed that children of employed mothers reading more story book as compare to un-employed mothers.

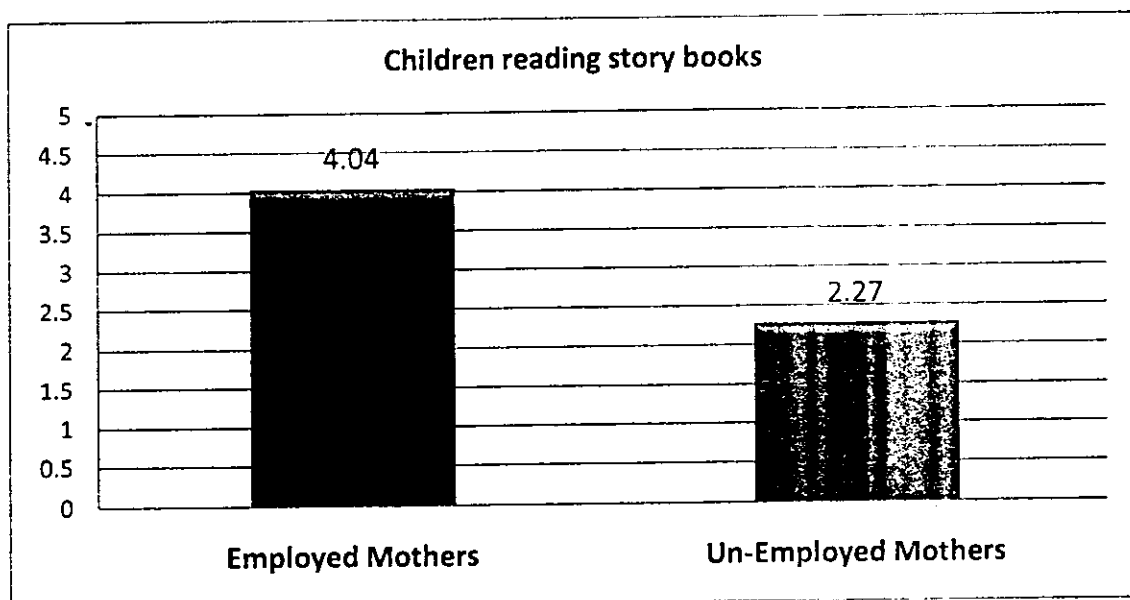
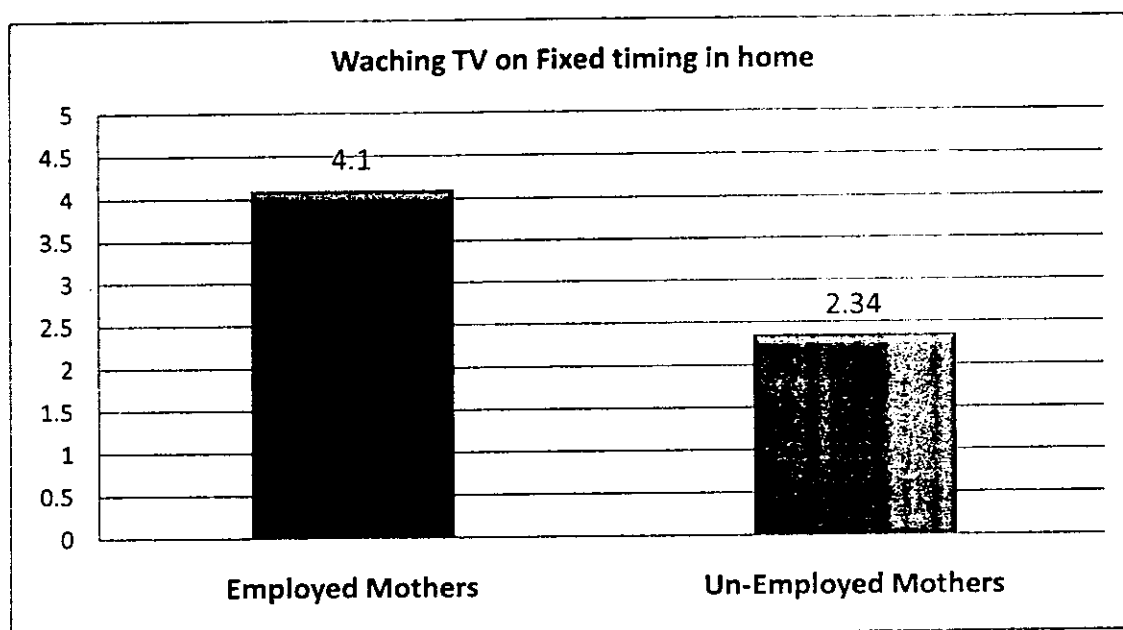


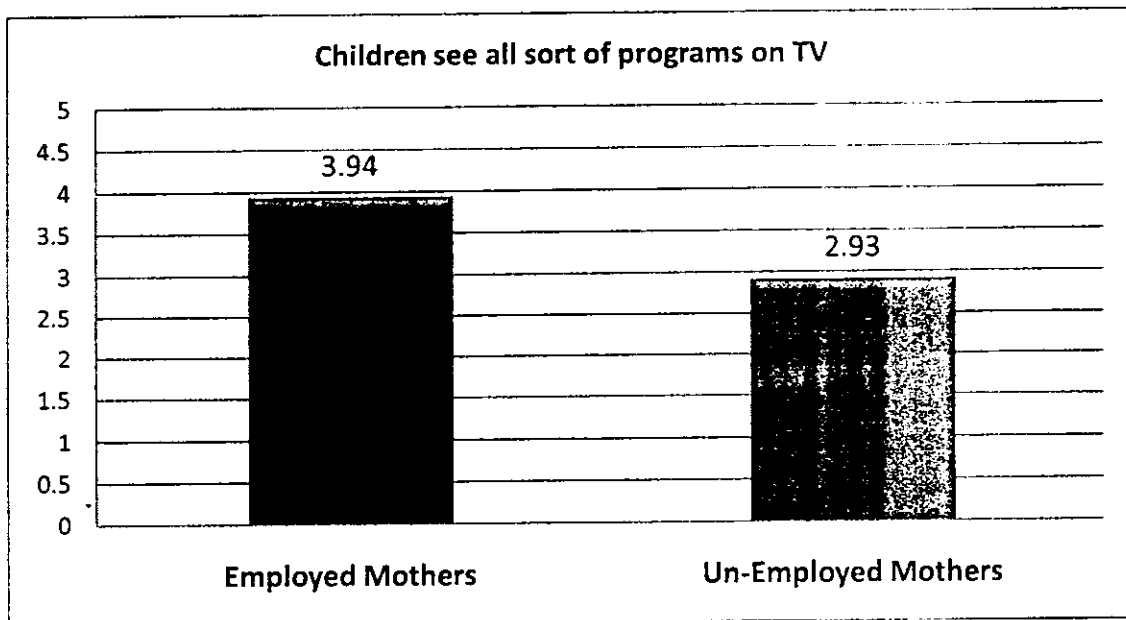
Figure 4.8: Comparison of employed mothers with un-employed mothers about watching TV at fixed timing

Employed mothers had higher mean score (4.10) than un-employed mothers (2.34), It was concluded that there was a significant difference between employed and un-employed mothers regarding the elders in their homes watching TV at fixed timing. It showed that the elders of employed mothers at home watching TV at fixed timing as compare with the un-employed mothers.



*Figure 4.9: Comparison of employed mothers with un-employed mothers about children see all sort of program on TV*

Employed mothers had higher mean score (3.94) than un-employed mothers (2.93). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding their children see all sort of TV programs along with elders.



*Figure.4.10: Comparison of employed mothers with un-employed mothers about sitting with children during the study*

Employed mothers had higher mean score (4.14) than un-employed mothers (3.16). It was concluded that there was a significant difference between employed and un-employed mothers regarding sitting with their children during the study. It showed that during the study employed mother more sitting with their children as compared to un-employed mothers.

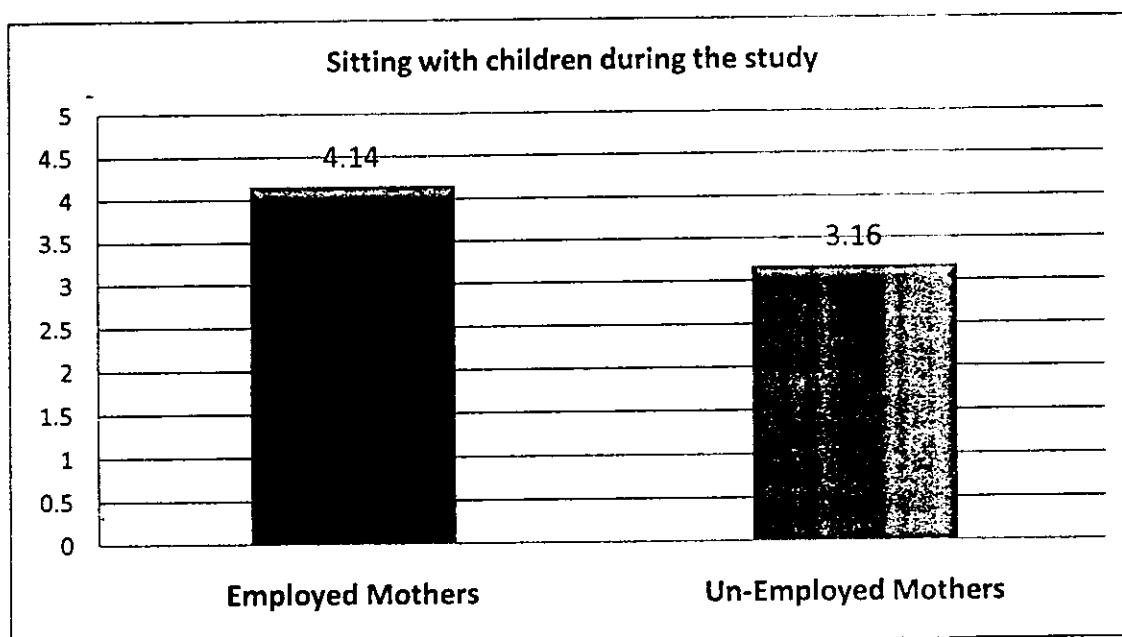


Figure 4.11: Comparison of employed mothers with un-employed mothers about taking help from others in the study of children

Employed mothers had higher mean score (3.70) than un-employed mothers (2.60). It was concluded that there was a significant difference between employed and un-employed mothers regarding taking help from their husband or other in the study of their children. It showed that employed mother taking more help from their husbands and others in studying of their children as compared with un-employed mothers.

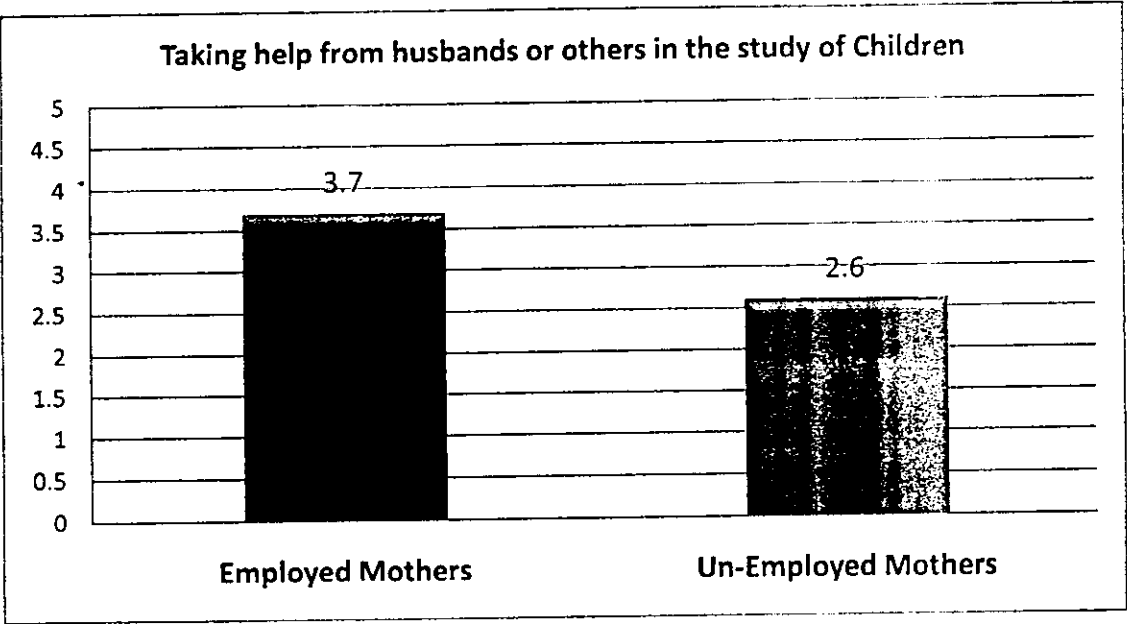
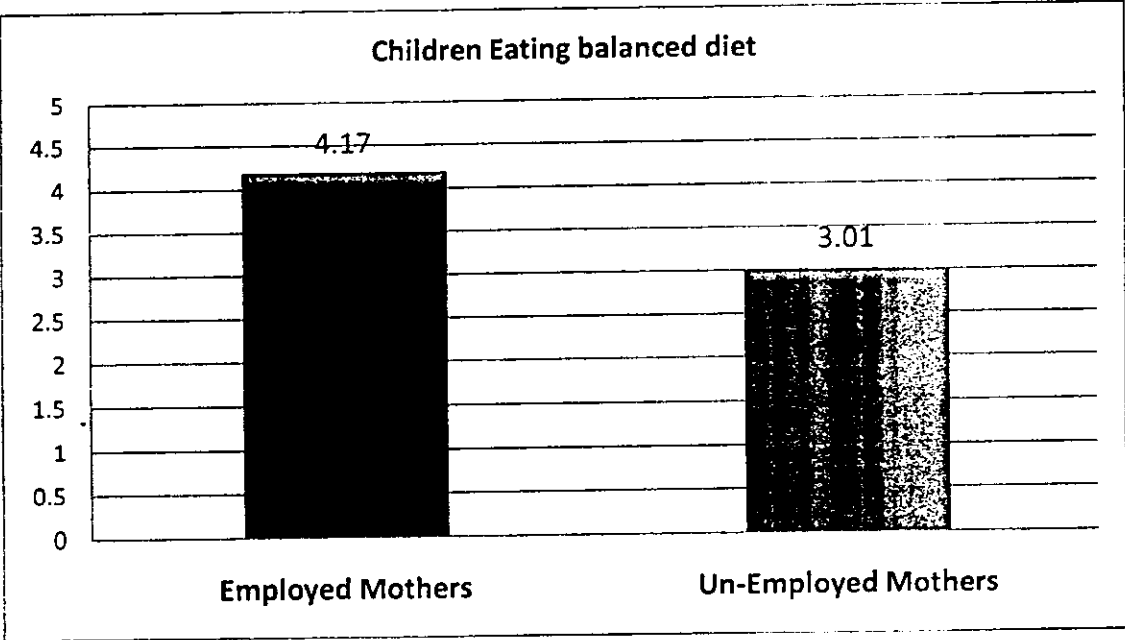


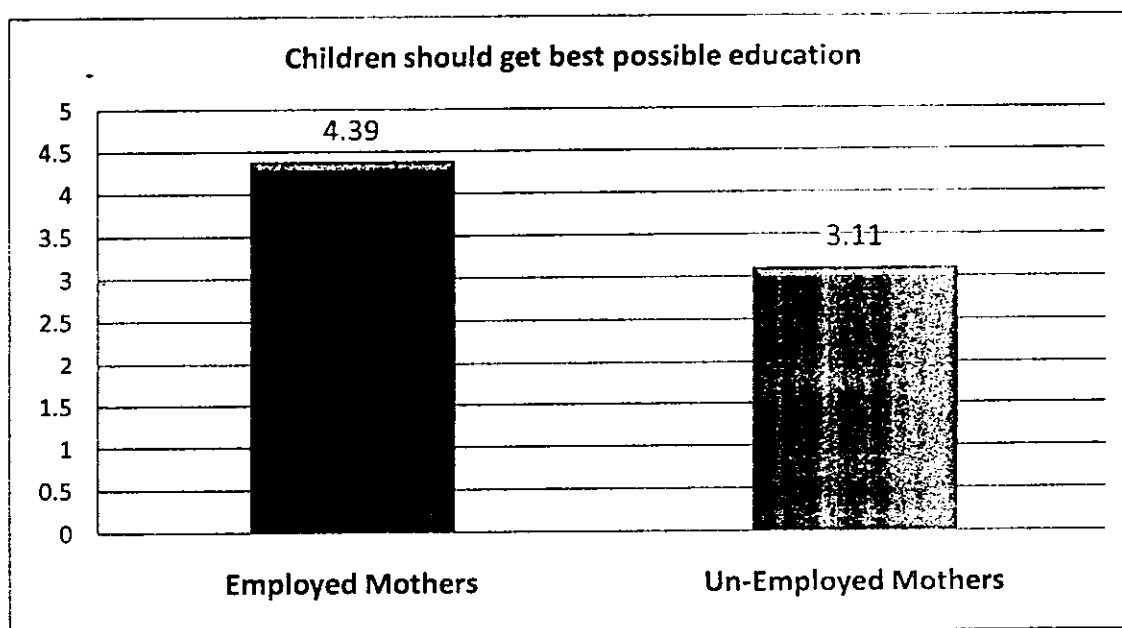
Figure 4.12: Comparison of employed mothers with un-employed mothers about eating balanced diet of children

Employed mothers had higher mean score (4.17) than un-employed mothers (3.01). It was concluded that there was a significant difference between employed and un-employed mothers regarding they ensured that a balanced diet be eaten by their children.



*Figure 4.13 Comparison of employed and un-employed mothers about best education for children*

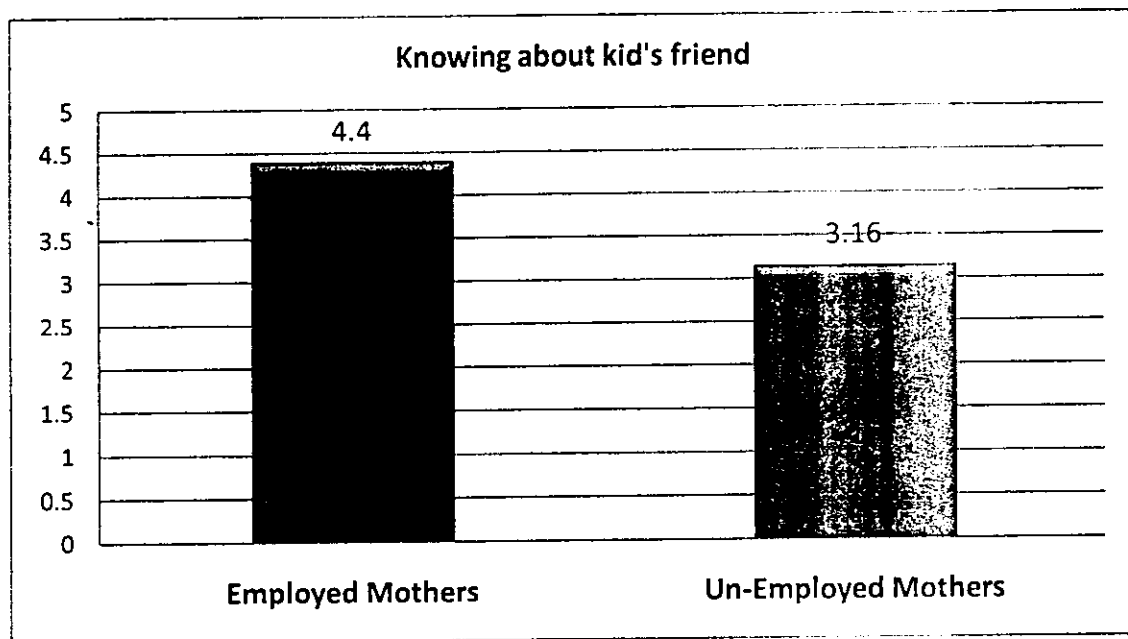
Employed mothers had higher mean score (4.39) than un-employed mothers (3.11). It is concluded that there was a significant difference between employed and un-employed mothers regarding children should get the best possible education.





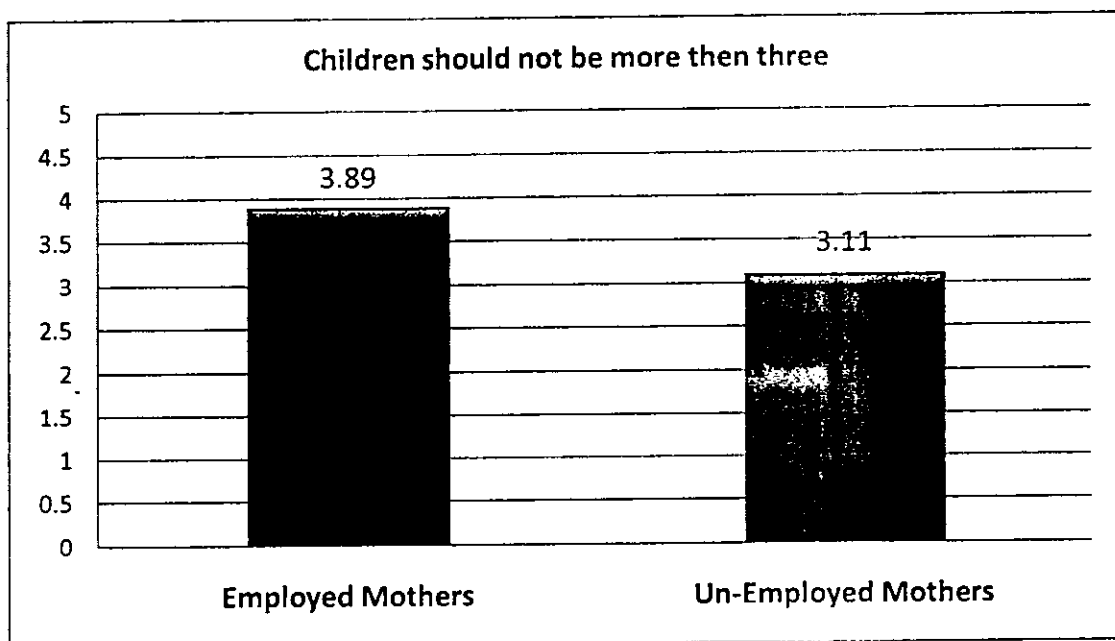
*Figure 4.14 Comparison of employed mothers with un-employed mothers about children's friends*

Employed mothers had higher mean score (4.40) than un-employed mothers (3.16). It was concluded that there was a significant difference between employed and un-employed mothers regarding their knowledge about their children's friend.



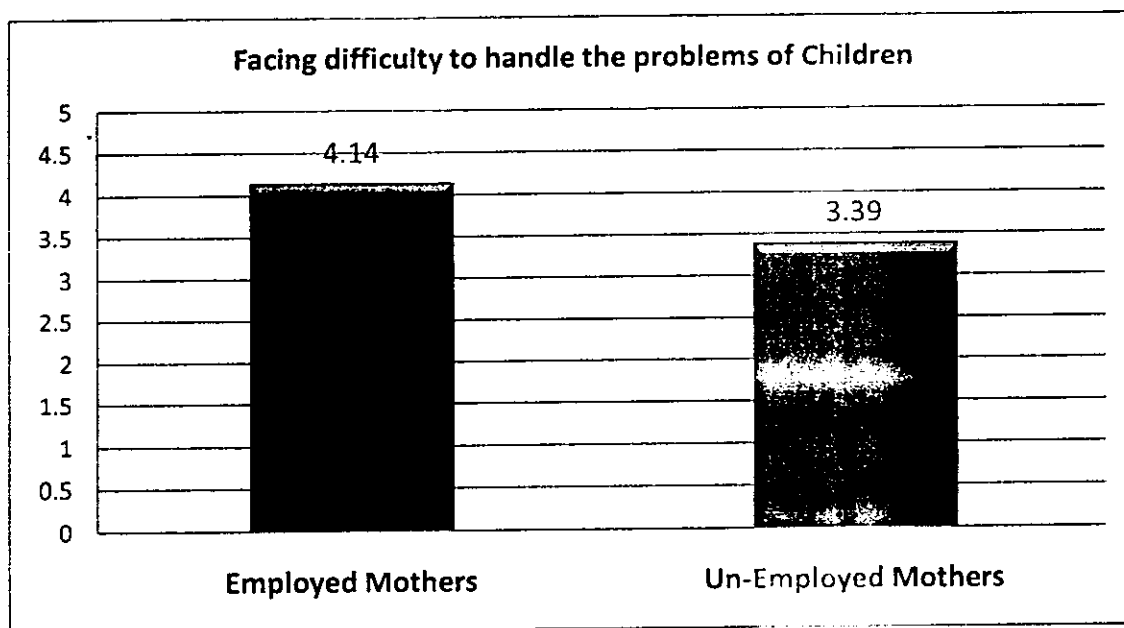
*Figure 4.15 Comparison of employed mothers with un-employed mothers about children not more than three*

Employed mothers mean score (3.89) and un-employed mothers (3.11) is almost same. It was concluded that there was no significant difference between employed and un-employed mothers regarding children should not be more than three. It showed that both employed and un-employed mothers agreed that children should not be more than three.



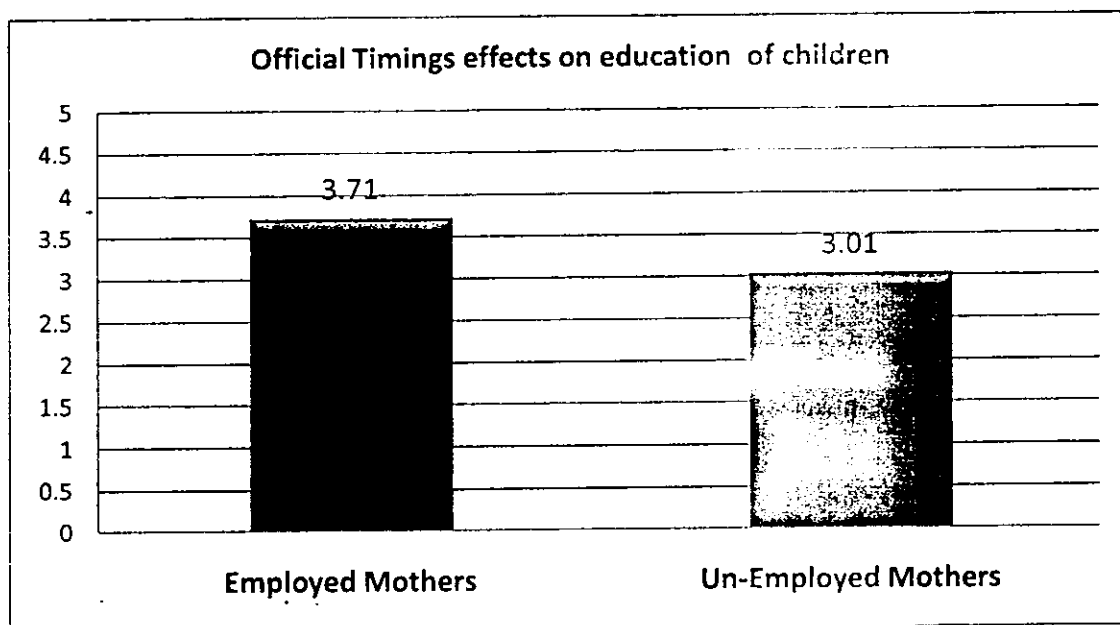
*Figure 4.16 Comparison of employed mothers with un-employed mothers about facing difficulty to handle the problems of children*

Employed mothers had higher mean score (4.14) than un-employed mothers (3.39), It was concluded that there was a significant difference between employed and un-employed mothers regarding facing difficulty to handle the problem of your children.



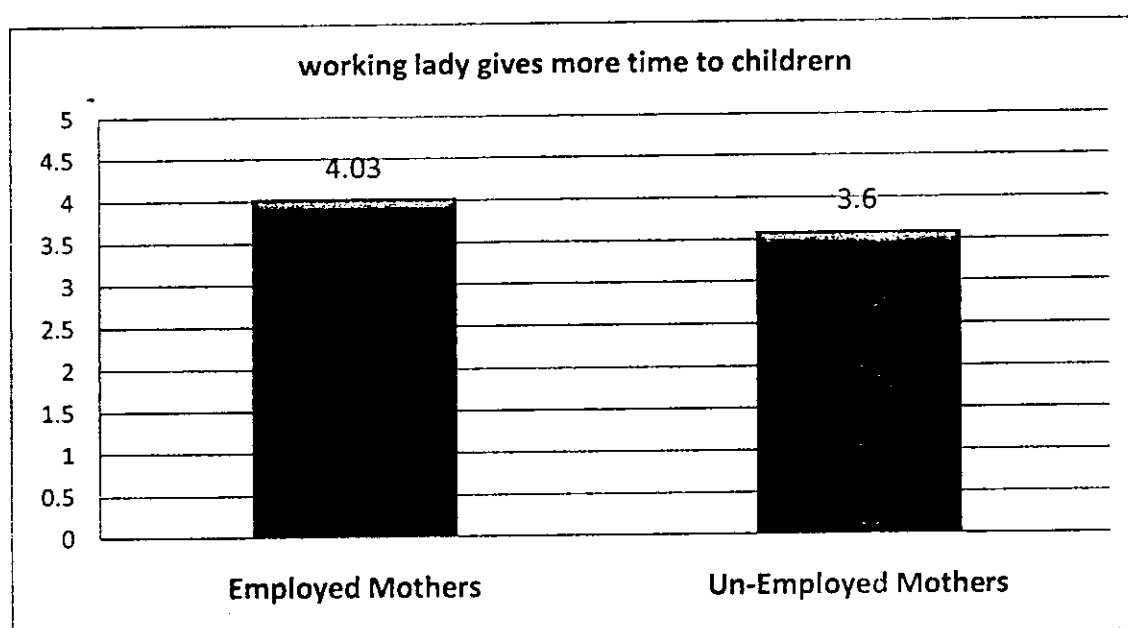
*Figure 4.17 Comparison of employed mothers with un-employed mothers about official timing effect education of children*

Employed mothers mean score (3.71) and un-employed mothers mean score (3.01) was almost same. It was concluded that there is no significant difference between employed mothers and un-employed mothers regarding their official timing effect on the education of their children.



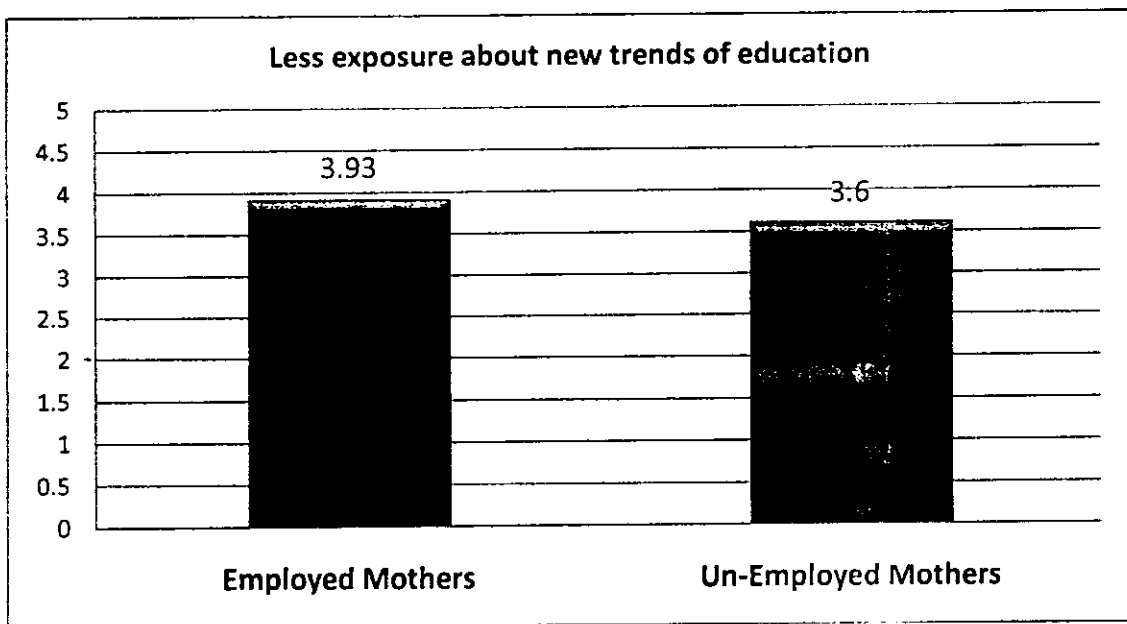
*Figure 4.18 Comparison of employed mothers with un-employed mothers about give more time to children*

Employed mothers had higher mean score (4.03) then un-employed mothers (3.60). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding giving more time to children. It showed that employed mothers give more time to their children instead of employed lady as compared to un-employed mothers.



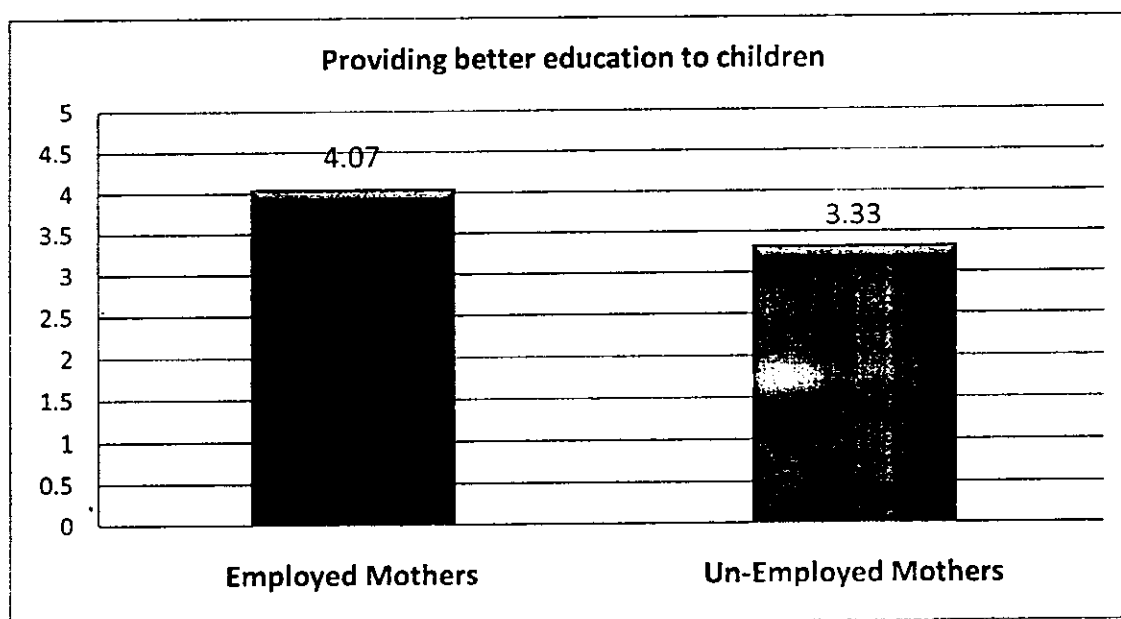
*Figure 4.19 Comparison of employed mothers with un-employed mothers about less exposure other than employed lady*

Employed mothers mean score (3.93) and un-employed mothers mean score (3.60) was almost same. It is concluded that there was no significant difference between employed and un-employed mothers regarding they feeling they had less exposure than employed lady about the new trends of the children education.



*Figure 4.20 Comparison of employed mothers with un-employed mothers about providing better education to children*

Employed mothers had higher mean score (4.07) then un-employed mothers mean score (3.33). It was concluded that there was a significant difference between employed and un-employed mothers regarding thinking un-employed lady provided better education to her children than an employed lady.



*Figure-4.21 Comparison of employed mothers with un-employed mothers about monitor the whole activity of children*

Employed mothers had higher mean score (3.83) then un-employed mothers (2.80). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding husband and they themselves both monitored the whole activity of their child at home.

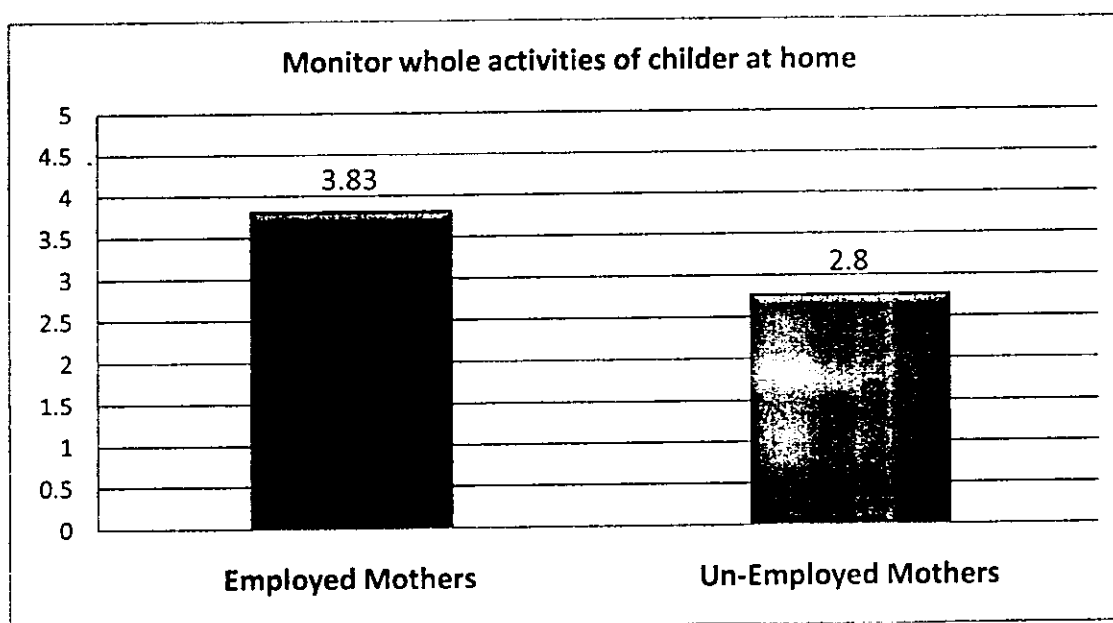
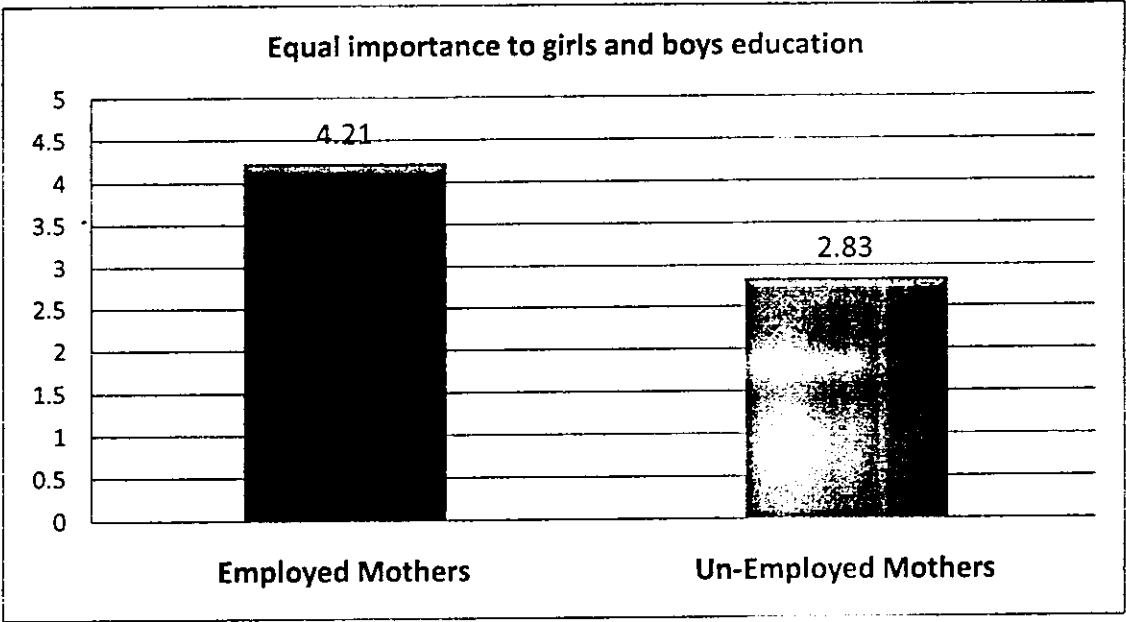




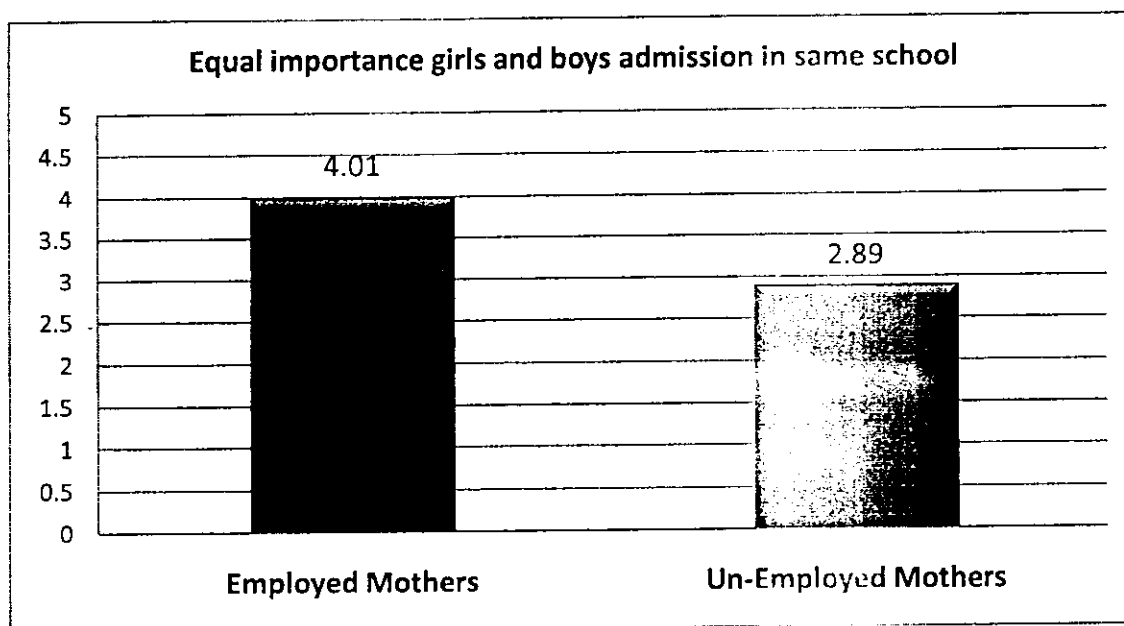
Figure 4.22 Comparison of employed mothers with un-employed mothers about equal importance to girls and boys education

Employed mothers have higher mean score (4.21) than un-employed mothers (2.83). It was concluded that there was a significant difference between employed and un-employed mothers regarding they gave equal importance to girls and boys education and health.



*Figure 4.23 Comparison of employed mothers with un-employed mothers about equal importance girls and boys admission in same school*

Employed mothers had higher mean score (4.01) then un-employed mothers (2.89). It was concluded that there was a significant difference between employed and un-employed mothers regarding they gave equal importance to girls and boys education to be admitted in same school.



*Figure 4.24 Comparison of employed mothers and un-employed mothers about satisfactory academic performance of girls*

Employed mothers had higher mean score (4.21) then un-employed mothers (2.83). It was concluded that there was a significant difference between employed and un-employed mothers regarding they were more satisfied with girls academic performance then boys.

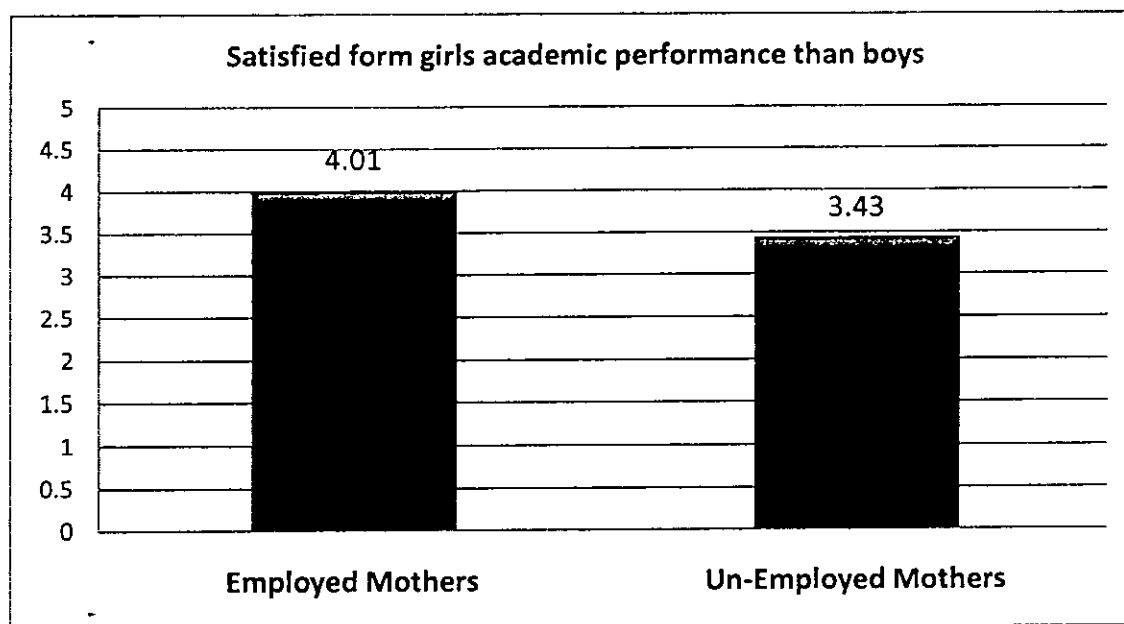


Figure 4.25 Comparison of employed mothers with un-employed mothers about Girls helpful then boys

Employed mothers had higher mean score (4.27) then un-employed mothers (3.64). It was conclude that there was a significant difference between employed and un-employed mothers regarding girls were more helpful to mothers than boys.

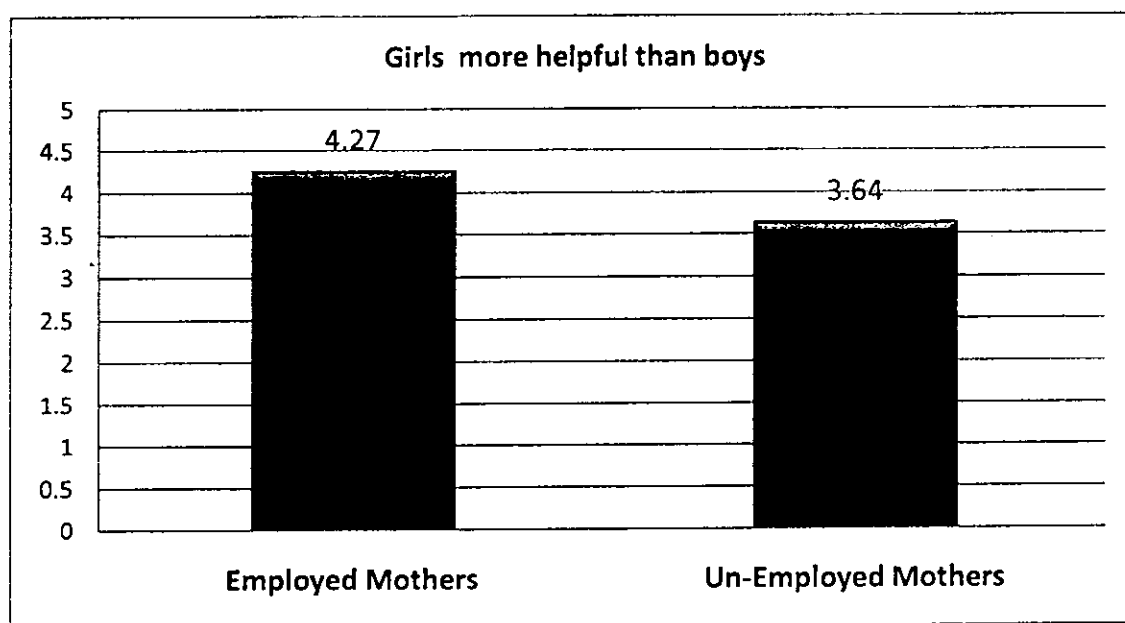


Figure 4.26 Comparison of employed mothers with un-employed mothers about performance of domestic duties

Employed mothers had higher mean score (4.49) than un-employed (3.44). It was conclude that there was a significant difference between employed and un-employed mothers regarding the performance of their domestic duties actively.

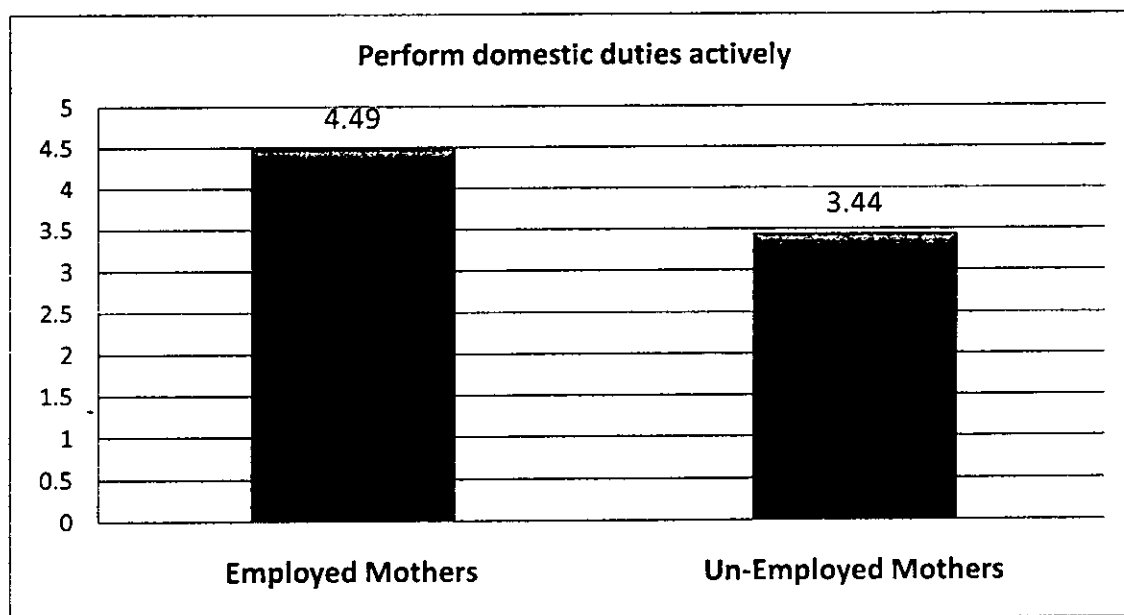
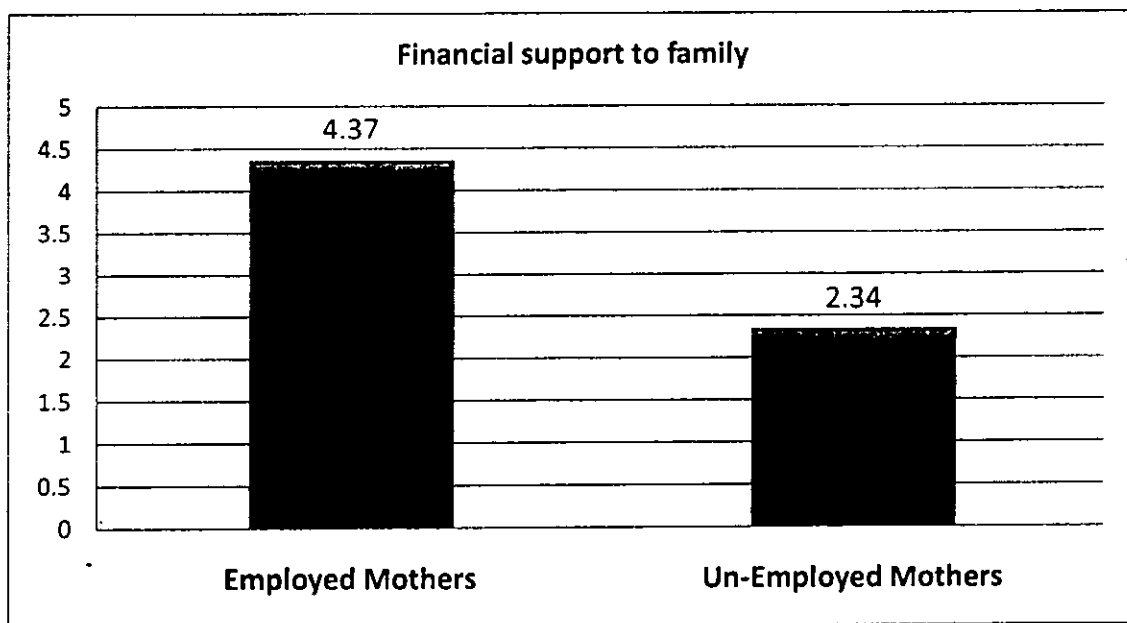


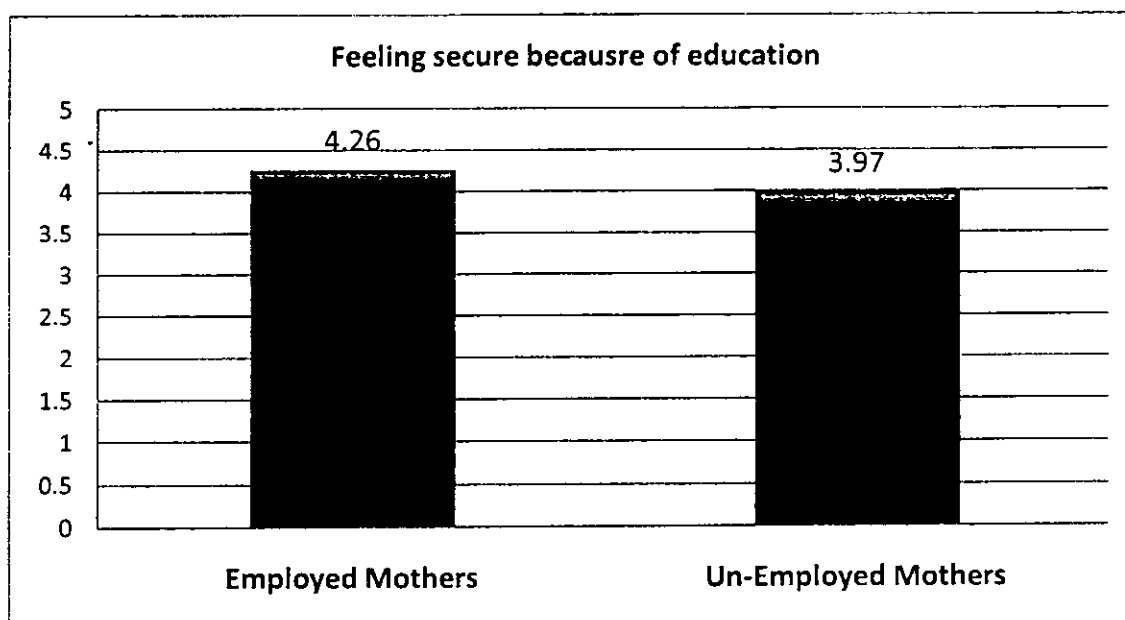
Figure 4.27 Comparison of employed mothers with un-employed mothers about financially support to family

Employed mothers had higher mean score (4.37) then un-employed mothers (2.34). It was concluded that there was a significant difference between employed and un-employed mothers regarding the financial support to their family.



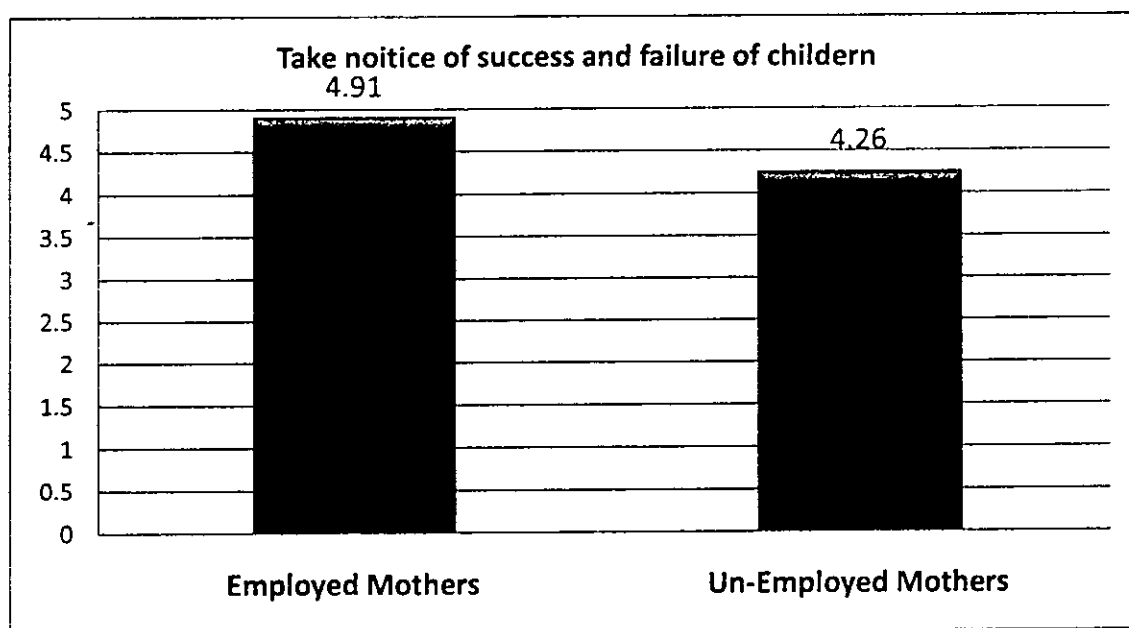
*Figure 4.28 Comparison of employed mothers with un-employed mothers about feeling secure because of education*

Employed mothers mean score (4.26) and un-employed mothers (3.97) was almost same. It was concluded that there was no significant difference between employed mothers and un-employed mothers regarding feeling secure because of their education.



*Figure 4.29 Comparison of employed mothers with un-employed mothers about taking notice of success and failure of children*

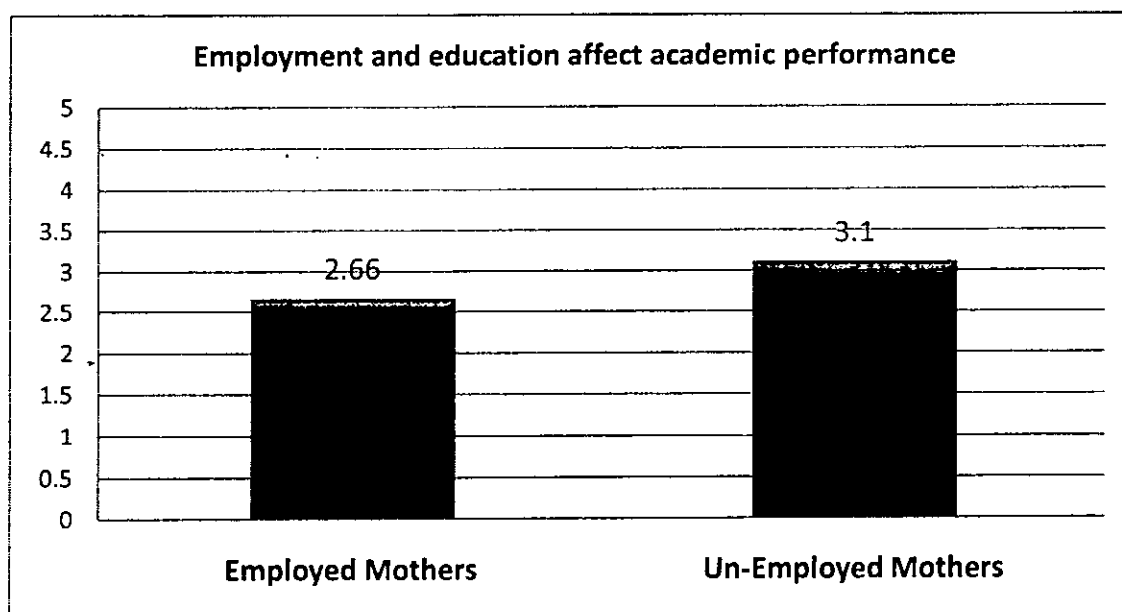
Employed mothers mean score (4.91) and un-employed mothers means score (4.26) is almost same. It was concluded that there is no significant difference between employed and un-employed mothers regarding their taking notice of their child success and failure.





*Figure 4.30 Comparison of employed mothers with un-employed mothers about employment and education affect academic performance*

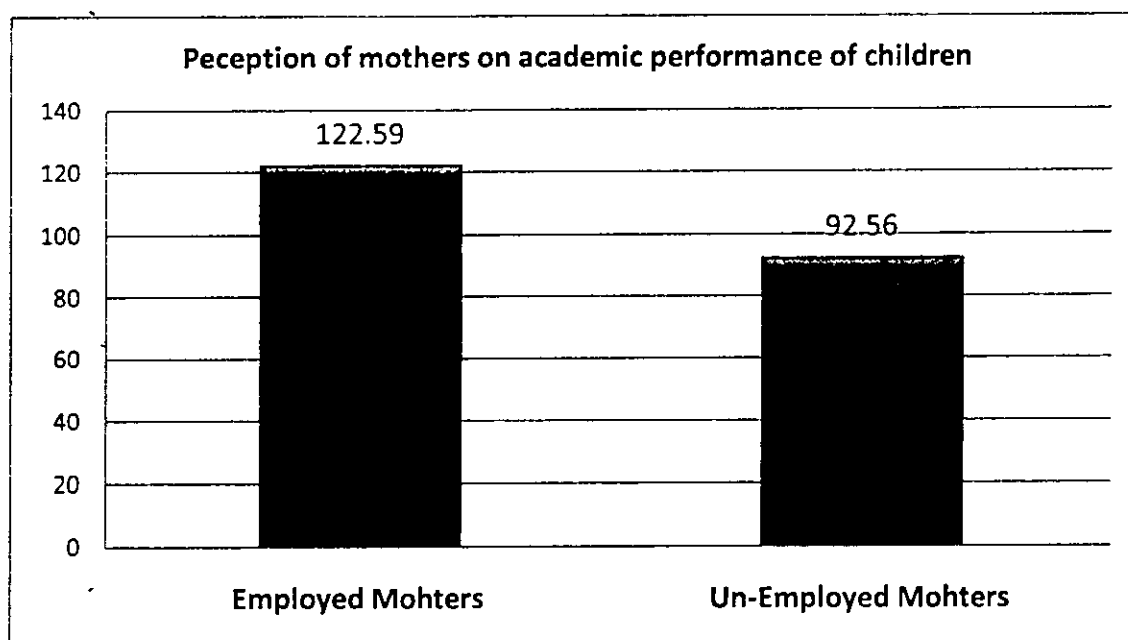
Un-employed mothers had higher mean score (3.01) then employed mothers means score (2.66). It was concluded that there was significant difference between employed and un-employed mothers regarding their education and employment was affected academic performance.



*Table 4.1 Comparison of perception of employed mothers with un-employed mothers about their impact on the academic performance of their children*

Group	N	Mean	Std. Deviation	Df	t-value	Sig.
Employed mothers	70	122.59	15.887	138	9.373	.000
Un-employed mothers	70	92.56	21.589			

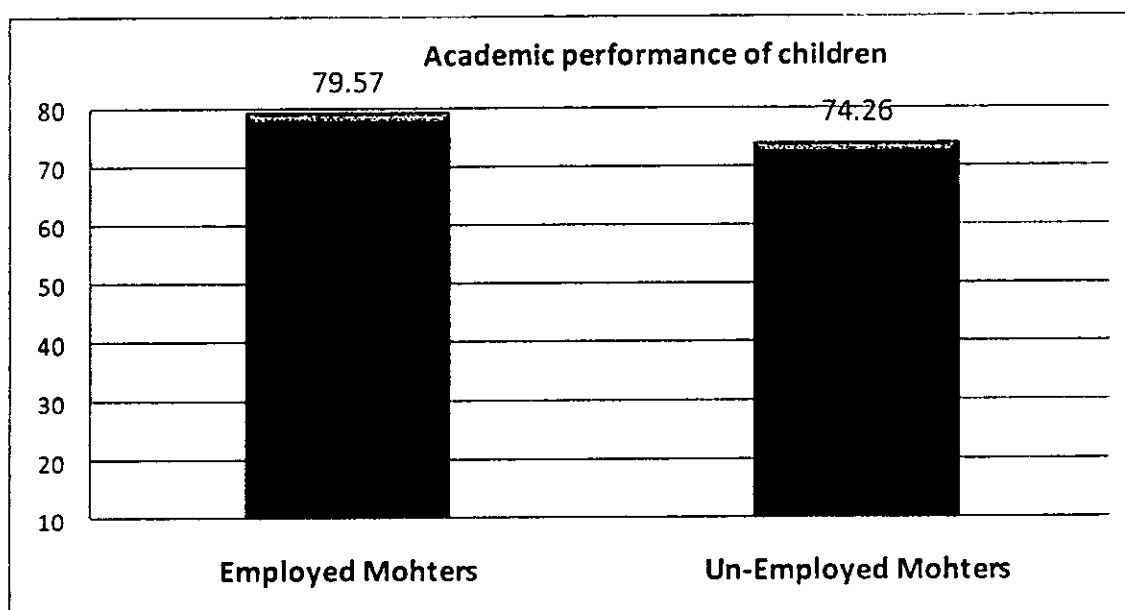
Table 4.1 indicates that t-value (9.373) was significant at 0.05 level of significance, so the null hypothesis stating that there was no significance difference between employed and un-employed mothers impact on academic performance of children. Employed mothers had higher mean score (122.59) than un-employed mothers means score (92.56). It was concluded that there was significant difference between employed mothers and un-employed mothers regarding their impact on academic performance of their children. Employed mothers had more impact on academic performance of children than the un-employed mothers.



*Table 4.2 Comparison of academic performance of children of employed mothers with un-employed mothers*

Group	N	Mean	Std. Deviation	Df	t-value	Sig.
Employed mothers	70	79.57	14.034	138	2.272	.025
Un-employed mothers	70	74.26	13.641			

Table 4.2 indicates that t-value (2.272) was significant at 0.05 level of significance, so the null hypothesis stating that there was no significance difference between employed and un-employed mothers about academic performance of children. Children of employed mothers had higher mean score (79.57) than the children of un-employed mothers means score (74.26). It was concluded that there was significant difference between employed and un-employed mothers regarding academic performance of their children. Employed mother's children performed better then the non-employed mother's children.



*Table 4.3      Comparison of Mean score of all statements in questionnaires of employed mothers and un-employed mothers*

S. No.	Statement	Mean Score	
		Employed mothers	Un-employed mothers
S1.	You attend all the parent teacher meetings regularly	4.34	2.26
S2.	Apart from the parent teacher meeting you make contact with the teacher	4.20	2.63
S3.	Your children generally follow fixed timing for the study, meals and going to bed	4.30	2.83
S4.	You try to arrange a tutor for your children	3.71	2.07
S5.	The academic results of your children are getting better every year	4.36	3.56
S6.	You are satisfied with the academic results of your children	3.99	3.89
S7.	Your children read story books	4.04	2.27
S8.	T V is watching fixed timing by the elder in your home	4.10	2.34
S9.	Children see all sort of TV program along with the elders	3.94	2.93
S10.	During the study, you sit with your children	4.14	3.16
S11.	You take the help of your husband or other in the study of your children.	3.70	2.60
S12.	You ensured that a balanced diet be eaten by your children.	4.17	3.01
S13.	Children should get the best possible education.	4.39	3.11
S14.	You know who is your kid's friend .	4.40	3.16
S15.	Children should not be more than three	3.89	3.11
S16.	You face difficulty to handle the problem of your children	4.14	3.39
S17.	Your official timing affects the education of your children	3.71	3.01
S18.	You give more time to your children as compared of	4.03	3.60

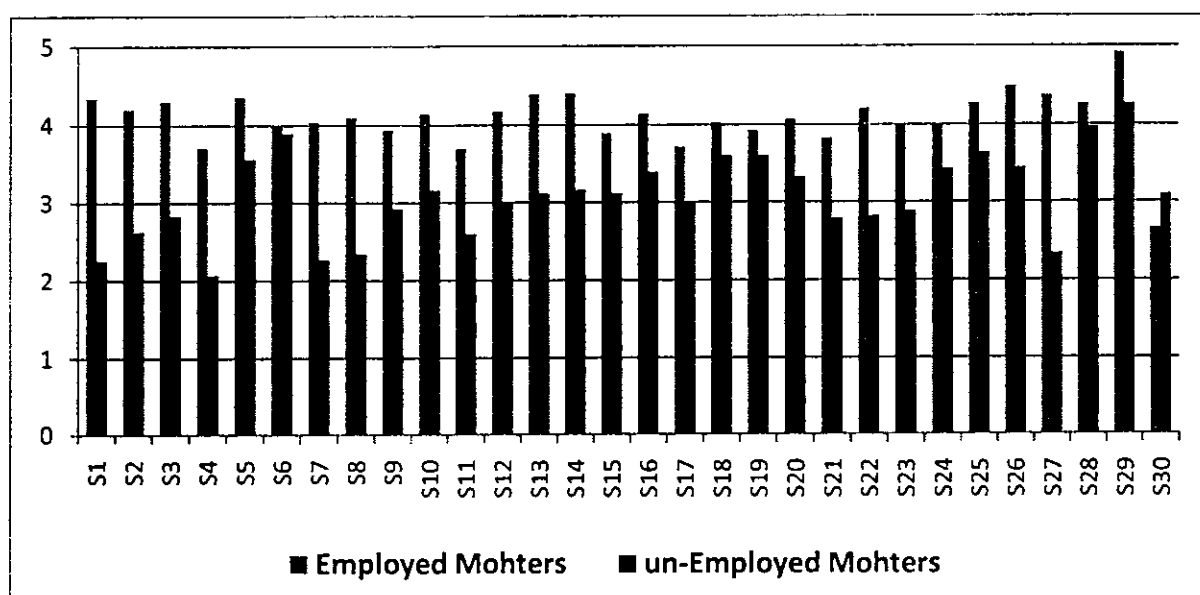
S. No.	Statement	Mean Score	
		Employed mothers	Un-employed mothers
	employed lady		
S19.	You have less exposure other than employed lady about the new trends of the children education.	3.93	3.60
S20.	Un-employed lady provide better education to their children as compared to employed lady	4.07	3.33
S21.	You and your husband both monitor the whole activity of your child at home.	3.83	2.80
S22.	You give equal importance to girls and boys education and health.	4.21	2.83
S23.	You give equal importance to girls and boys education to be admitted in same school.	4.01	2.89
S24.	You are more satisfied from girls' academic performance than boys.	4.01	3.43
S25.	Girls are more helpful to mothers than boys.	4.27	3.64
S26.	You perform your domestic duties actively.	4.49	3.44
S27.	You support your family financially.	4.37	2.34
S28.	You feel secure because of your education.	4.26	3.97
S29.	You take notice of your child success and failure.	4.91	4.26
S30.	Education of mother affect academic performance.	2.66	3.10

Table No. 4.3 indicates in S1 that employed mothers attended all the parent teacher meetings more regularly than the un-employed mothers do. S2 shows that employed mother contacted with the teachers for parent teacher meeting more than the un-employed mothers. Similarly, children of employed mothers generally followed fixed timing for the study, meals and going to bed while un-employed mothers disagreed with the statements. Employed mothers tried to arrange a tutor for their children and un-employed mothers almost agreed with the statement. Employed mothers agreed that the

academic results of their children were getting better every year and un-employed mothers agreed to some extent. Majority of employed mothers and un-employed mothers were satisfied with the academic results of children. A significant majority of employed mothers agreed that their children read story book while the un-employed mothers not. A large majority of employed mothers agreed that T V was watched at fixed timing by the elders in their home while the un-employed mothers agreed little. Majority of employed mothers agreed that children watched all sorts of TV programs along with the elders at home, while un-employed mothers disagreed with the statement. Employed and un-employed mothers both agreed with the statement that they sat with children during the study. Majority of the employed mothers agreed that they took help of their husband or other in the study of children while the un-employed mothers agreed to some extent regarding taking help from others. Employed mothers and un-employed mothers agreed that they ensured a balanced diet be eaten by their children. Both groups almost agreed with that children should get the best possible education. A significant majority of both mothers agreed that they knew about the friends of their children. Almost same majority of employed mothers and un-employed mothers agreed with the statement that children should not be more than three. Almost same majority of both groups agreed with about this statement that they thought they faced difficulty to handle the problem of their children. A significant same majority of the employed and un-employed mothers agreed that their official timing had effect on the education of their children. A majority of un-employed mothers agreed that they thought they gave more time to their children as compared to employed ladies. Majority of not-employed mothers agreed that they felt they had less exposure than employed ladies about the new trends of the children

education. A significant majority of employed mothers agreed that they thought un-employed lady could provide better education to their children as compared to employed lady. Majority of the employed mothers agreed that they and their husband both monitored the whole activity of your child at home, while un-employed mothers disagreed with the statement. A large majority of employed mothers agreed that they gave equal importance to girl's and boy's education and health while un-employed disagreed with the statement. A significant majority of employed mothers agreed that they give equal importance to girls and boys education to be admitted in same school while un-employed mothers disagreed with the statement. A significant majority of both groups agreed that they were more satisfied from girls' academic performance than boys. A same majority of both groups of employed and un-employed mothers agreed that girls were more helpful to mothers than boys. A significant majority of both mothers agreed that they performed their domestic duties actively. A same majority of employed mothers agreed that they support their family financially while un-employed mothers disagreed with the statement. Both groups of mothers agreed that they felt secure because of their education. A significant majority of mothers agreed that they took notice of their child's success and failure. A significant majority of un-employed mothers agreed that education of mothers affected academic performance while employed mothers disagreed with the statement.

**Figure 4.31:** Comparison of Mean score of all statements in questionnaires of educated employed and un-employed mothers



(S1) You attend the entire parent teacher meeting regularly. (S2) Apart from the parent teacher meeting you make contact with the teacher. (S3) Your children generally follow fixed timing for the study, meals and going to bed. (S4) You try to arrange a tutor for your children.(S5)The academic results of your children is getting better every year. (S6) You are satisfied with the academic results f your children.(S7) Your children read story books. (S8) T V is seen at fixe timing by the elder in your home. (S9) Children see all sort of TV program me along with the elders (S10) During the study, you sit with your children (S11) You take the help of your husband or other in the study of your children (S12) You ensured that a balanced diet be eaten by your children (S13) Children should get the best possible education. (S14)You know who your kid's friend is? (S15) Children should not be more than three (S16) Do you think that you face difficulty to handle the problem of your children (S17) Your official timing effect on the education of your children (S18) Do you think you give more time to your children instead of employed



lady. (S19) Do you feel you have less exposure other than employed lady about the new trends of the children education? (S20) Do you think un-employed lady provide better education to their children instead of employed lady. (S21) You and your husband both monitor the whole activity of your child at home. (S22) You give equal importance to girls and boys education and health. (S23) You give equal importance to girls and boys education to be admitted in same school. (S24) You are more satisfied from girls' academic performance than boys. (S25) Girls are more helpful to mothers than boys. (S26) Do you perform your domestic duties actively? (S27) Do you support your family financially? (S28) Do you feel secure because of your education? (S29) Do you take notice of your child success and failure? (S30) Does education of mother affect academic performance?

The study was conducted to find out the impact of educated employed mothers and educated un-employed mothers on the academic performance of her children in the

Table 4.3 very clearly showed that employment gave more confidence to mothers. It was also noted that educated mothers were everywhere in the world and struggling for the survival of their families. The findings very clearly rejected the stereotype image of the region that there was no education awareness in the region. Employed mothers agreed that the academic results of their children were getting better every year and un-employed mothers agreed to some extent. Majority of employed mothers and un-employed mothers were satisfied with the academic results of children. A significant majority of employed mothers agreed that their children read story book while the un-employed mothers not. A large majority of employed mothers agreed that T V was watched at fixed timing by the elders in their home while the un-employed mothers agreed little. Majority of employed mothers agreed that children watched all sorts of TV programs along with the elders at home, while un-employed mothers disagreed with the statement. Employed and un-employed mothers both agreed with the statement that they sat with children during the study. Majority of the employed mothers agreed that they took help of their husband or other in the study of children while the un-employed mothers agreed to some extent regarding taking help from others. Employed mothers and un-employed mothers agreed that they ensured a balanced diet be eaten by their children. Both groups almost agreed with that children should get the best possible education. A significant majority of both mothers agreed that they knew about the friends of their children. Almost same majority of employed mothers and un-employed mothers agreed with the statement that children should not be more than three. Almost same majority of both groups agreed with about

this statement that they thought they faced difficulty to handle the problem of their children. A significant same majority of the employed and un-employed mothers agreed that their official timing had effect on the education of their children. A majority of un-employed mothers agreed that they thought they gave more time to their children as compared to employed ladies. Majority of not-employed mothers agreed that they felt they had less exposure than employed ladies about the new trends of the children education. A significant majority of employed mothers agreed that they thought non-employed lady could provide better education to their children as compared to employed lady. Majority of the employed mothers agreed that they and their husband both monitored the whole activity of your child at home, while un-employed mothers disagreed with the statement. A large majority of employed mothers agreed that they gave equal importance to girl's and boy's education and health while non-employed disagreed with the statement. A significant majority of employed mothers agreed that they give equal importance to girls and boys education to be admitted in same school while un-employed mothers disagreed with the statement. A significant majority of both groups agreed that they were more satisfied from girls' academic performance than boys. A same majority of both groups of employed and un-employed mothers agreed that girls were more helpful to mothers than boys. A significant majority of both mothers agreed that they performed their domestic duties actively. A same majority of employed mothers agreed that they support their family financially while un-employed mothers disagreed with the statement. Both groups of mothers agreed that they felt secure because of their education. A significant majority of mothers agreed that they took notice of their child's success and failure. A significant majority of un-employed mothers agreed that education

of mothers affected academic performance while employed mothers disagreed with the statement. Educated employed mothers attended the entire parent teacher meeting regularly and followed fixed trimmings for the study, meals and going to bed to enhance better achievement while educated un-employed mothers disagree to some extent.

## **Chapter 5**

### **SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

-This study was conducted to analyze, comparison of impact of educated employed mothers and educated unemployed mothers on the academic performance of their children in the region of Saidu Sharif District Swat. The objectives of the study were (1) to investigate the perception of educated employed mothers about the academic performance of their children. (2) to investigate the perception of educated un-employed mothers about the academic performance of their children. (3) to compare the academic performance of the children of employed mothers with the children's of un-employed mothers. (4) to compare the perceptions of educated employed mothers with the perceptions of educated unemployed mothers.

This research provided information that employment and education of mother meant enhancement of economic development. This study covered positive impacts of mother education on children and their academic performance. It also presented comparison between mother education, employment, and children's progress. Questionnaire for mothers of primary school children were designed for data collection. That questionnaire was for the educated employed mothers and for educated un-employed mothers. That questionnaire was based on Lickert Scale. The academic results were also collected from the school administration. The study was delimited to private primary schools of Saidu Sharif, District Swat. The study was delimited to girls and boys

equal participation. The study was also delimited to the impact of contemporary highly educated mothers for the education of their children in District Swat. The level of education of mothers was F.A/F.Sc and above. The research was also delimited to fifth class only. The responses were analyzed through statistical applications, using t-test for comparison of the employed educated mother and un-employed educated mothers in the light of objectives.

Maternal employment and education might also be helpful to solve young children's academic problems. This research showed the bond of connection of mental health, attitude of child and motherhood behavior to improve academic performance.

The study uncovered the interest and struggle of mothers for the education of their children in Swat. It might also be helpful for policy makers to take serious steps for women education in the region. The study was helpful to give deep understanding of the roots required for learning such as guidance, coaching, practical training and tutoring which are originated from the affection of caring and educated mother.

This study might also be important for the employed people as how they could enhance the learning outcomes of their children in classroom. This study was also be helpful for the teachers to guide their students towards good academic performance by motivating participation of mothers and exploring their hidden abilities.

This study was fruitful to identify the worth of both educated employed and un-employed women in grooming up their children in academic performance. This study will also be helpful to higher the morale of the women to realize their worthy motherhood contribution to the future generation. The study explored the trend of educated employed and unemployed mothers to enhance academic performance and washed the stereotype

image of the region selected for searching educated mothers and their conscription in educational activities.

## **5.2 Findings**

Mother education was always reflected in her children behavior and academic performance and was never abolished by any means and method. The relationship between mother education and her employment to her children academic performance is really a very interested and demanding problem. The following were the findings of the research work.

1. Figure 4.1 indicates that employed mothers had higher mean score (4.34) than un-employed mothers (2.26). It was concluded that there was a significant difference between employed and un-employed mothers regarding attending the parent meeting regularly. It meant that employed mothers attended more parents' teacher meeting as compare to un-employed mothers.
2. Figure 4.2 indicates that employed mothers had higher mean score (4.20) than un-employed mothers (2.63). It was conclude that there was a significant difference between employed and un-employed mothers regarding apart from the parents teacher meeting they make contact with the teachers apart from parent teacher meetings. It showed that employed mothers had more contact with teachers as compared to un-employed mothers.
3. Figure 4.3 shows that employed mothers had higher mean score (4.30) than un-employed mothers (2.83). It was concluded that there is a significant difference between employed mothers and un-employed mothers regarding their children

generally following fixed timing for the study, meal and going to bed.

4. Figure 4.4 shows that so employed mothers had higher mean score (3.71) than un-employed mothers (2.07). It was concluded that there was a significant difference between employed and un-employed mothers regarding they try to arrange a tutor for your children. It showed that employed mothers had more trying to arrange a tutor for their children.
5. Figure 4.5 shows that employed mothers had higher mean score (4.36) than un-employed mothers (3.56). It was concluded that there was a significant difference between employed and un-employed mothers regarding the academic results of their children was getting better every year. It meant that the academic results of children of employed mother is getting better every years as compare to un-employed mothers.
6. Figure 4.6 shows that employed mother's mean score (3.99) and un-employed mothers (3.89) was almost same. It was concluded that there was no significant difference between employed and un-employed mothers regarding their satisfaction with the academic results of their children. It shows that both employed and un-employed mothers are satisfied with the academic results of their children.
7. Figure 4.7 indicates that employed mothers had higher mean score (4.04) than un-employed mothers (2.27). It was concluded that there was a significant difference between employed and un-employed mothers regarding their children reading story books. It showed that children of employed mothers reading more story book as compare to un-employed mothers.



8. Figure 4.8 indicates that employed mothers had higher mean score (4.10) than un-employed mothers (2.34), It was concluded that there was a significant difference between employed and un-employed mothers regarding the elders in their homes watching TV at fixed timing. It showed that the elders of employed mothers at home watching TV at fixed timing as compare with the un-employed mothers.
9. Figure 4.9 indicates that employed mothers had higher mean score (3.94) than un-employed mothers (2.93). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding their children see all sort of TV programs along with elders.
10. Figure 4.10 indicates that employed mothers had higher mean score (4.14) than un-employed mothers (3.16). It was concluded that there was a significant difference between employed and un-employed mothers regarding sitting with their children during the study. It showed that during the study employed mother more sitting with their children as compared to un-employed mothers.
11. Figure 4.11 indicates that employed mothers had higher mean score (3.70) than un-employed mothers (2.60). It was concluded that there was a significant difference between employed and un-employed mothers regarding taking help from their husband or other in the study of their children. It showed that employed mother taking more help from their husbands and others in studying of their children as compared with un-employed mothers.
12. Figure 4.12 indicates that employed mothers had higher mean score (4.17) than un-employed mothers (3.01). It was concluded that there was a significant difference between employed and un-employed mothers regarding they ensured

- that a balanced diet be eaten by their children.
13. Figure 4.13 shows that employed mothers had higher mean score (4.39) than un-employed mothers (3.11). It is concluded that there was a significant difference between employed and un-employed mothers regarding children should get the best possible education.
  14. Figure 4.14 reveals that employed mothers had higher mean score (4.40) than un-employed mothers (3.16). It was concluded that there was a significant difference between employed and un-employed mothers regarding their knowledge about their children's friend.
  15. Figure 4.15 reveals that employed mothers mean score (3.89) and un-employed mothers (3.11) is almost same. It was concluded that there was no significant difference between employed and un-employed mothers regarding children should not be more than three. It showed that both employed and un-employed mothers agreed that children should not be more than three.
  16. Figure 4.16 indicates that employed mothers had higher mean score (4.14) than un-employed mothers (3.39), It was concluded that there was a significant difference between employed and un-employed mothers regarding facing difficulty to handle the problem of your children.
  17. Figure 4.17 indicates that employed mothers mean score (3.71) and un-employed mothers mean score (3.01) was almost same. It was concluded that there is no significant difference between employed mothers and un-employed mothers regarding their official timing effect on the education of their children.
  18. Figure 4.18 employed mothers had higher mean score (4.03) then un-employed

mothers (3.60). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding giving more time to children. It showed that employed mothers give more time to their children instead of employed lady as compared to un-employed mothers.

19. Figure 4.19 shows that employed mothers mean score (3.93) and un-employed mothers mean score (3.60) was almost same. It is concluded that there was no significant difference between employed and un-employed mothers regarding they feeling they had less exposure than employed lady about the new trends of the children education.
20. Figure 4.20 indicates that employed mothers had higher mean score (4.07) then un-employed mothers mean score (3.33). It was concluded that there was a significant difference between employed and un-employed mothers regarding thinking un-employed lady provided better education to her children than a employed lady.
21. Figure 4.21 indicates that employed mothers had higher mean score (3.83) then un-employed mothers (2.80). It was concluded that there was a significant difference between employed mothers and un-employed mothers regarding husband and they themselves both monitored the whole activity of their child at home.
22. Figure 4.22 shows that employed mothers have higher mean score (4.21) than un-employed mothers (2.83). It was concluded that there was a significant difference between employed and un-employed mothers regarding they gave equal importance to girls and boys education and health.

23. Figure 4.23 indicates that employed mothers had higher mean score (4.01) than un-employed mothers (2.89). It was concluded that there was a significant difference between employed and un-employed mothers regarding they gave equal importance to girls and boys education to be admitted in same school.
24. Figure 4.24 shows that employed mothers had higher mean score (4.21) than un-employed mothers (2.83). It was concluded that there was a significant difference between employed and un-employed mothers regarding they were more satisfied with girls academic performance than boys.
25. Figure 4.25 shows that employed mothers had higher mean score (4.27) than un-employed mothers (3.64). It was concluded that there was a significant difference between employed and un-employed mothers regarding girls were more helpful to mothers than boys.
26. Figure 4.26 indicates that employed mothers had higher mean score (4.49) than un-employed (3.44). It was concluded that there was a significant difference between employed and un-employed mothers regarding the performance of their domestic duties actively.
27. Figure 4.27 shows that employed mothers had higher mean score (4.37) than un-employed mothers (2.34). It was concluded that there was a significant difference between employed and un-employed mothers regarding the financial support to their family.
28. Figure 4.28 shows that employed mothers mean score (4.26) and un-employed mothers (3.97) was almost same. It was concluded that there was no significant difference between employed mothers and un-employed mothers regarding

feeling secure because of their education.

29. Figure 4.29 reveals that employed mothers mean score (4.91) and un-employed mothers means score (4.26) is almost same. It was concluded that there is no significant difference between employed and un-employed mothers regarding their taking notice of their child success and failure.
30. Figure 4.30 indicates that un-employed mothers had higher mean score (3.01) then employed mothers means score (2.10). It was concluded that there was significant difference between employed and un-employed mothers regarding their education and employment was affected academic performance.
31. Table 4.1 indicates that t-value (9.373) was significant at 0.05 level of significance, so the null hypothesis stating that there was no significance difference between employed and un-employed mothers impact on academic performance of children. Employed mothers had higher mean score (122.59) than un-employed mothers means score (92.56). It was concluded that there was significant difference between employed mothers and un-employed mothers regarding their impact on academic performance of their children. Employed mothers had more impact on academic performance of children than the un-employed mothers.
32. Table 4.2 indicates that t-value (2.272) was significant at 0.05 level of significance values, between employed and un-employed mothers about academic performance of children. Children of employed mothers had higher mean score (79.57) than the children of un-employed mothers means score (74.26). It was concluded that there was significant difference between employed and un-

employed mothers regarding academic performance of their children. Employed mother's children performed better than the non-employed mother's children.

### **5.3 DISCUSSION**

The study was conducted to find out the impact of educated employed mothers and educated un-employed mothers on the academic performance of her children in the District Swat. Lesler, (1999)

Mother education is the mean of support to sustain the lifelong services of a mother in methods and manners, to polish her children deeds, activities, behavior, academics and performance in education. World education of mothers always help getting better educational opportunities for girls and women develop skills that allow them to make decisions to take action and influence community change in key areas. So all these programs have optimistic force and effect to minimize gap between the rich and poor, to educate, engage and inspire future generation with great care.

Mother education affects her children academic performance irrespective of status, social background, gender gap and other stereotype cast, image and pigeonhole effects. Education eradicates poverty, darkness, deficiency and dearth. Mother's employment status is also related with child academic performance. It is through the family that those effects take place as outcome of children was also related to mothers. Teacher felt the difference in the class which children belonged to uneducated, educated or highly educated family. Students learning style, behavior, social interaction, academics performance and intelligence were the social indicators of their backgrounds. At later stage, peer effect could not be ignored in children's academic performance.

Tables very clearly showed that employment gave more confidence to mothers. It was also noted that educated mothers were everywhere in the world and struggling for the survival of their families. The findings very clearly rejected the stereotype image of the region that there was no education awareness in the region. Employed mothers agreed that the academic results of their children were getting better every year and un-employed mothers agreed to some extent. Majority of employed mothers and un-employed mothers were satisfied with the academic results of children. A significant majority of employed mothers agreed that their children read story book while the un-employed mothers not. A large majority of employed mothers agreed that T V was watched at fixed timing by the elders in their home while the un-employed mothers agreed little. Majority of employed mothers agreed that children watched all sorts of TV programs along with the elders at home, while un-employed mothers disagreed with the statement. Employed and un-employed mothers both agreed with the statement that they sat with children during the study. Majority of the employed mothers agreed that they took help of their husband or other in the study of children while the un-employed mothers agreed to some extent regarding taking help from others. Employed mothers and un-employed mothers agreed that they ensured a balanced diet be eaten by their children. Both groups almost agreed with that children should get the best possible education. A significant majority of both mothers agreed that they knew about the friends of their children. Almost same majority of employed mothers and un-employed mothers agreed with the statement that children should not be more than three. Almost same majority of both groups agreed with about this statement that they thought they faced difficulty to handle the problem of their children. A significant same majority of the employed and un-employed mothers agreed

that their official timing had effect on the education of their children. A majority of un-employed mothers agreed that they thought they gave more time to their children as compared to employed ladies. Majority of not-employed mothers agreed that they felt they had less exposure than employed ladies about the new trends of the children education. A significant majority of employed mothers agreed that they thought un-employed lady could provide better education to their children as compared to employed lady. Majority of the employed mothers agreed that they and their husband both monitored the whole activity of your child at home, while un-employed mothers disagreed with the statement. A large majority of employed mothers agreed that they gave equal importance to girl's and boy's education and health while un-employed disagreed with the statement. A significant majority of employed mothers agreed that they give equal importance to girls and boys education to be admitted in same school while un-employed mothers disagreed with the statement. A significant majority of both groups agreed that they were more satisfied from girls' academic performance than boys. Employed and un-employed mothers agreed that girls were more helpful to mothers than boys. A significant majority of both mothers agreed that they performed their domestic duties actively. A same majority of employed mothers agreed that they support their family financially while un-employed mothers disagreed with the statement. Both groups of mothers agreed that they felt secure because of their education. A significant majority of mothers agreed that they took notice of their child's success and failure. A significant majority of un-employed mothers agreed that education of mothers affected academic performance while employed mothers disagreed with the statement. Educated employed mothers attended the entire parent teacher meeting regularly and followed fixed



trimmings for the study, meals and going to bed to enhance better achievement while educated un-employed mothers disagree to some extent. Employed mothers are more active, secure and confident, so their official timings did not affect her children guidance and study timings according to the data obtained during the study. It is also concluded that academic performance is the product of learning experience with passage of time and attainment of different stages of cognitions according to Jean Piaget (1976). Motivation, stimulus and responses are interlinked with each other, according to Skinner's (1904) theory.

"The un-employed woman has more social constraints than employed woman, as the employed woman is economically independent. Higher education, more training and more earning make strong woman empowerment". Sultana, T., (2002). employed educated mother is economically independent.

## **5.4 Conclusion**

It was concluded that there was significant difference between employed and un-employed mothers regarding academic performance of their children. Employed mother's children performed better than the non-employed mother's children. Children of employed mothers had higher mean score (79.57) than the children of un-employed mothers mean score (74.26). It was also concluded that there was significant difference between employed mothers and un-employed mothers regarding their impact on academic performance of their children. Employed mothers had more impact on academic performance of children than the un-employed mothers.

Employed mothers are more active, secure and confident, so their official timings did not affect her children guidance and study timings according to the data obtained during the study. It is also concluded that academic performance is the product of learning experience with passage of time and attainment of different stages of cognitions according to Jean Piaget (1976). Motivation, stimulus and responses are interlinked with each other, according to Skinner's (1904) theory.

"The un-employed woman has more social constraints than employed woman, as the employed woman is economically independent. Higher education, more training and more earning make strong woman empowerment". Sultana, T., (2002). employed educated mother is economically independent.

## **5.5 Recommendation**

It was clear from the findings and conclusion that academic performance of children was the product of learning and social interaction. Economical development is also very important along with educational progress and growth. The previous researches as well as the present study showed that the mother's education and her employment had great impact on academic performance of primary school children. The following recommendations were made in the light of objectives, data analysis and interpretation.

1. Academic performance of primary school children depended on mothers' socio-economic activities and their exposure to employment as well: So government should give special attention to create more and more employment for educated mothers.

2. Educated employed mothers children achieved high academic score as compared to educated un-employed mothers. It meant that children education in this region needed economic assistance from high authorities.
3. It was proved that the role of mother and her education was crucial in the improvement of educational quality of her children academic achievement. Education is a long learning process to improve intellectual, moral and practical activities, and to improve academic performance of primary school children. So mother education and her employment should be encourage practically and theoretically.
4. It is recommended to encourage researchers to work more in the field of mothers' education and children performance at different levels of education.
5. Governmental and non-governmental organization should help to eradicate the stereotype image around the globe by highlighting that mothers helped a lot both economically and practically in educating future generation in the selected region.
6. Education plus economy package should be launched for mothers to make them independent.
7. Seminars, workshops and discussions should be initiated at the university level nationally and internationally to improve mothers education and employment, and also to get better academic results of their children.

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## (QUESTIONNAIRE)

For educated employed mother and educated unemployed mothers**COMPARISON OF IMPACT OF EDUCATED EMPLOYED MOTHERS WITH  
EDUCATED UNEMPLOYED MOTHERS ON THE ACADEMIC  
PERFORMANCE OF PRIMARY SCHOOL CHILDREN**

Name \_\_\_\_\_

(optional): \_\_\_\_\_

Academic Qualification: \_\_\_\_\_

Professional qualification \_\_\_\_\_

Organization: \_\_\_\_\_

Designation: \_\_\_\_\_

Your age: \_\_\_\_\_

No of children: \_\_\_\_\_

Your child name: \_\_\_\_\_

Your child school name: \_\_\_\_\_

Class: \_\_\_\_\_

1. Strongly Agreed =SA
2. Agreed= A
3. Uncertain = U
4. Disagreed: = DA
5. Strongly Disagreed= SDA

Sr. No.	Statement	SA	A	U	DA	SDA
1	You attend the entire parent teacher meeting regularly					
2	Apart from the parent teacher meeting you make contact with the teacher					

Sr. No.	Statement	SA	A	U	DA	SDA
3	Your children generally follow fixed timing for the study, meals and going to bed					
4	You try to arrange a tutor for your children.					
5	The academic result of your children is getting better every year.					
6	You are satisfied with the academic results f your children.					
7	Your children read story books.					
8	T V is seen at fixe timing by the elder in your home.					
9	Children see all sort of TV program me along with the elders					
10	During the study, you sit with your children.					
11	You take the help of your husband or other in the study of your children.					
12	You ensured that a balanced diet be eaten by your children.					
13	Children should get the best possible education.					
14	You know who your kid's friends are.					
15	Children should not be more than three.					
16	Do you think that you face difficulty to handle the problem of your children					
17	Your official timing effect on the education of your children					
18	Do you think you give more time to your children instead of un-employed lady.					
19	You get exposure with your job for the education of your Children.					
20	Do you think working mother provide better education to their children instead of non working mother					
21	you think that you have more exposure about the education due to your job.					
22	You give equal importance to girls and boys education and health.					
23	You give equal importance to girls and boys education to be admitted in same school.					
24	You are more satisfied from girls' academic performance than boys.					
25	Girls are more helpful to mothers than boys.					
26	you perform your domestic duties actively.					
27	you support your family financially.					
28	you feel secure because of your education					

Sr. No.	Statement	SA	A	U	DA	SDA
29	you take notice of your child success and failure.					
30	Does education and employment of mother effect academic performance.					

## Academic Results of Children

Students	Academic results of children of Working Mothers	Academic results of children of Un-employed Mothers
1	50%	75%
2	65%	89%
3	80%	78%
4	90%	76%
5	99%	52%
6	90%	86%
7	70%	94%
8	90%	86%
9	77%	56%
10	88%	69%
11	99%	93%
12	55%	74%
13	50%	74%
14	60%	93%
7415	88%	70%
16	59%	70%
17	50%	90%
18	69%	80%
19	80%	90%
20	99%	60%
21	80%	90%
22	90%	90%
23	99%	60%
24	50%	80%
25	90%	80%
26	90%	70%
27	88%	90%
28	90%	75%
29	90%	88%
30	87%	69%
31	89%	92%
32	90%	87%
33	80%	70%
34	88%	88%
35	63%	90%

<b>Students</b>	<b>Academic results of children of Working Mothers</b>	<b>Academic results of children of Un-employed Mothers</b>
36	77%	89%
37	77%	69%
38	80%	69%
39	86%	74%
40	77%	54%
41	90%	69%
42	90%	88%
43	90%	67%
44	99%	93%
45	70%	87%
46	90%	86%
47	80%	67%
48	69%	78%
49	60%	87%
50	80%	80%
51	80%	91%
52	90%	60%
53	70%	71%
54	50%	45%
55	69%	62%
56	62%	86%
57	80%	73%
58	90%	58%
59	90%	58%
60	69%	55%
61	69%	70%
62	78%	60%
63	99%	60%
64	90%	54%
65	80%	50%
66	54%	40%
67	95%	60%
68	90%	75%
69	88%	60%
70	90%	79%