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NAME OF THE PROJECT

A COMPARATIVE STUDY OF SELF EFFICACY IN COLLEGE STUDENTS HAVING WORKING MOTHERS AND NON-WORKING MOTHERS.

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Table of contents **Page No.**

Abstract ……....……04

Chapter I : Introduction ……06

Chapter II : Review of Literature……..24

Chapter III : Significance of Study ……..32

Chapter IV : Methodology……34

Chapter V : Results and Discussion ……40

Chapter VI : Conclusion ……..52

Chapter VII : Delimitations and Suggestion for further work ……54

References……..56

Appendices……59

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ABSTRACT

The present study aims to investigate whether the self-efficacy level of college students of working mothers differ significantly from college students of non-working mothers. The study further compared the self-efficacy of college students on the basis of gender. An attempt was made to examine whether there exists any difference between male and female students. The total sample for the study was comprised of 100 students selected randomly from undergraduate level of different division of a college in Mumbai, Maharashtra. General Self-Efficacy Scale developed by Jerusalem and Schwarzer was administered to the selected sample to assess their self-efficacy. The obtained data were analyzed by calculating mean, Standard deviation, and applying 't' test. Analysis of the results revealed that students of working mothers and non-working mothers has no significant differences in the level of self-efficacy. Further findings also indicated that there doesn't exist any differences in the level of self-efficacy between male and female college students.

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INTRODUCTION

Self- Efficacy means an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

According to Psychologist Albert Bandura's definition of Self-Efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

Self-efficacy or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome.

Self-efficacy is certainly worth having because as Henry Ford famously put it, whether you believe you can or you can't you are right. And Gandhi perfectly understood the pivotal role that self-belief plays in our lives:

> Your beliefs become your thoughts.
>
> Your thoughts become your words.
>
> Your words become your actions.
>
> Your actions become your habits.
>
> Your habits become your values.
>
> Your values become your destiny.

Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them.

According to the psychologist Albert Bandura who coined in the term self efficacy named four sources of efficacy beliefs.

1. Mastery Experiences: The first and foremost source of self-efficacy is through mastery experiences. However nothing is more powerful than having a direct experience of mastery to increase self-efficacy. Having a success for example in mastering a task or controlling an environment, will build self-belief in that area whereas a failure will undermine that efficacy belief. To have a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance.

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2. Vicarious Experiences: The second source of self-efficacy comes from our observation of people around us, especially people we consider as role models. Seeing people around us, especially people similar to ourselves succeed by the sustained effort raises our beliefs that we too possess the capabilities to master the activities needed for the success in that area.

3. Verbal Persuasion: Influential people in our lives such as parents, teachers, managers or coaches can strengthen our beliefs that we have what it takes to succeed. Being persuaded that we possess the capabilities to master certain activities means that we are more likely to put ion the effort and sustain it when problems arise.

4. Emotional and Physiological States: The state you are in will influence how you judge your self-efficacy. Depression, for example, can dampen confidence in our capabilities. Stress reactions or tension are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost our confidence in our skills.

5. Imaginal Experiences: Psychologist James Maddux has suggested a fifth route to self-efficacy through "imaginal experiences", the art of visualizing yourself behaving effectively or successfully in a given situation.

Self-efficacy is the belief we have in our own abilities. Specifically our ability to meet the challenges ahead of us and complete a task successfully(Akhtar,2008). General self-efficacy refers tour overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well (eg. Academic, parenting, sports) Although self-efficacy is related to our sense of self-worth or values as a human being, there is at least one important distinction.

Self-Efficacy vs Self-Esteem

Self-esteem is conceptualized as a sort of general or overall feeling of one's worth or value (Niell,2005). While self-esteem is focused more on "being" (eg. Feeling that you are perfectly acceptable as you are), self-efficacy is more focused on "doing" (eg. Feeling that you are up to a challenge).

High self-worth can definitely improve one's sense of self-efficacy, as high self-efficacy can contribute to one's sense of overall value or worth, but the two stand as separate constructs.

Self-Efficacy and Self-Regulation

Since self-efficacy is related to the concept of self-control and the ability to modulate your behavior to reach your goals, it can sometimes be confused with self-regulation. They are related, but still separate concepts.

Self-regulation refers to individual's "self-generated thoughts, feelings and actions that are systematically designed to affect one's learning" (Schunk & Zimmerman, 2007), while self-efficacy is a concept more closely related to an individual's perceived abilities. In other words, self-regulation is more of a strategy for achieving one's goals, especially in relation to learning, while self-efficacy is the belief that he or she can succeed.

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The two can be simultaneously developed particularly through modeling but they remain distinct constructs. (Schunk & Zimmerman, 2007), while self-efficacy is a concept more closely related to an individual's perceived abilities. In other words, self-regulation is more of a strategy for achieving one's goals, especially in relation to learning, while self-efficacy is the belief that he or she can succeed.

The two can be simultaneously developed- particularly through modelling but they remain distinct constructs (Schunk & Zimmerman, 2007).

Self-Efficacy and Motivation

Similarly, although self-efficacy and motivation are deeply entwined they are also two separate constructs. Self-efficacy is based on an individual's belief in their own capacity to achieve, while motivation is based on the individual's desire to achieve. Clearly, those with high self-efficacy likely have high motivation and vice versa, but it is not a foregone conclusion.

Still, it is true that when an individual gains or maintains self-efficacy through the experience of success- however small- they generally get a boost in motivation to continue learning and making progress (Mayer,2010). The relationship can also work in the other direction to create a sort of success cycle; when an individual is highly motivated to learn and succeed, they are more likely to achieve their goals, giving them an experience that contributes to their overall self-efficacy.

Self-Efficacy and Resilience

While experiences of success certainly make up a large portion of self-efficacy development, there is also room for failure. Those with a high level of self-efficacy are not only more likely to succeed, they arealso more likely to bounce back and recover from failure. This is the ability at the heart of resilience, and it is greatly impacted by self-efficacy.

Self-Efficacy and Confidence

Self-efficacy is also positively related to confidence, but they are not the same thing; in the words of Albert Bandura,

> " Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about .. Perceived self-efficacy refers to belief in one's agentive capabilities, that one can produce given levels of attainment"(1997, p.382)

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Just as with self-esteem and motivation, self-efficacy and confidence can work in a positive cycle: the more confident a person is in his abilities, the more likely he is to succeed, which provides him with experiences to develop his self-efficacy. This high self-efficacy, in turn, gives him more confidence in himself, and round it goes.

So what does self-efficacy look like?

It is relatively easy to spot high self-efficacy because those with high self-efficacy tend to be those who achieve, accomplish, and succeed more often than others.

High self-efficacy can manifest as one or more of the following traits and behaviors, among others:

- A student who is not particularly gifted in a certain subject but believes in her own ability to learn it well.
- A man who has had bad luck with relationships so far, but retains a positive outlook on his ability to connect with his upcoming date.
- An expectant mother who is nervous about caring for a new baby, but believes she has what it takes to succeed, no matter how difficult or scary it is.
- A new graduate who takes a high-profile, high status job that she has never done before, but that she feels she can succeed in.
- An entrepreneur who pours his heart and soul into establishing his business, but quickly moves on to his next great ideal when his business is hit with an insurmountable and unexpected challenge.

Self-Efficacy Theory in Psychology

Albert Bandura and His Model

The psychological theory of self-efficacy grew out of the research of Albert Bandura. He noticed that there was a mechanism that played a huge role in people's lives that, up to that point, hadn't really been defined or systematically observed. This mechanism was the belief that people have in their ability to influence the events of their own lives.

Bandura proposed that perceived self-efficacy influences what coping behavior is initiated when an individual is met with stress and challenges along with determining how much effort will be expended to reach one's goals and for how long those goals will be pursued (1999). He posited that self-efficacy is a self-sustaining trait; when a person is driven to work through their problems on their own terms, they gain positive experiences that in turn boost their self-efficacy even more.

Social Cognitive Theory and Self-efficacy

The social cognitive theory is also based on the work of Albert Bandura and incorporates the idea of self-efficacy. This theory posits that effective learning happens when an individual Is in a social context and able to engage in both dynamic and reciprocal interactions between the person, the environment, and the behavior (LaMorte, 2016). It is the only theory of its kind with this emphasis on the relevance of the social context and the importance of maintenance behavior in addition to initiating behavior.

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Social Cognitive Theory is based on six construct;

- Reciprocal Determinism : the dynamic interaction of a person and behavior.
- Behavioral capability: the individual's actual ability to perform the appropriate behavior.
- Observational learning: learning a new skill or piece of knowledge by observing others (and potentially modelling them as well).
- Reinforcements: the external responses to the individual's behavior that either encourage or discourage the behavior.
- Expectations: the anticipated consequences of a behavior.
- Self-efficacy: the person's confidence in his or her ability to perform a behavior (LaMorte, 2016)

This theory explain how people regulate their behavior through control and reinforcement to achieve goal directed behavior that can be mastered over time.

The Role of Self-efficacy

Almost all people can identify goals they want to accomplish, things they would like to change and things they would like to achieve. However most people also realize that putting these plans into action is not quite so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

People with strong sense of self-efficacy :

- View challenging problems as tasks to be mastered.
- Develop deeper interest in the activities in which they participate.
- Form a stronger sense of commitment to their interests and activities.
- Recover quickly from setbacks and disappointments.

People with a weak sense of self-efficacy:

- Avoid challenging tasks.
- Believe that difficult tasks and situations are beyond their capabilities.
- Focus on personal failings and negative outcomes.
- Quickly lose confidence in personal abilities.

Self- efficacy is one of the salient factors in child development. Self-efficacy refers to child's estimation of his/her ability to successfully perform a domain specific task (Bandura, 1977, 1997). Self-efficacy develops experimentally and is influenced by feedback from important others (Bandura, 1977). Social self-efficacy is a dimension of self-efficacy that refers to a child's estimation of his/her ability to form and maintain interpersonal relationships (Hagedoorn & Molleman, 2006). Social cognition in an additional interpersonal interaction variable which refers to the manner in which children analyze and interpret social behavior (Forrester, 1992). Similar to self-efficacy, social cognition develops experimentally through interactions with important others in early childhood (Forrester, 1992). Both social-efficacy and social cognition are considered to

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be important components of social interactions and are related to numerous interpersonal outcomesfor children (Capara et al.,1998; Capara, Barbaranelli, Pastorelli, & Cervone, 2004; Capara, Regalia, & Bandura, 2002; Capara & Steca, 2007; Downey & Walker, 1989; Hala, 1997; Underwood & Moore, 1982).

The self-efficacy literature indicates that self-efficacy is a dynamic construct that changes across the course of development (Baldwin & Hoffman, 2002; Davis-kean et al., 2008). Self-efficacy is a particularly salient factor in adolescence as a result of the challenges and new experiences created by cognitive, physical and social changes during this period (Schunk & Meece, 2006). Factors influencing self-efficacy may be related to age, gender and culture. Studies have found that self-efficacy declines as children transition to junior high school (Wigfield et al., 1997; Wigfield, Eccles, Mac Iver, Reuman, & Midgley ,1991). Wigfield et al. (1997) found that the decline in children's academic, social and athletic self-efficacy began in 7th grade and rebounded about one year later. Research conducted by Davis-Kean et al. (2008) demonstrated that self-efficacy beliefs become stronger predictors of behavior as children age, specifically in regards to academic achievement and social relationships.

Research conducted by Christie and Sergin (1998) indicated that self-efficacy is influenced by perceived constraints faced in the successful completion of a task. Gender has been identified as one of the perceived constraints that may influence self-efficacy. Sex-role stereotypes encourage boys to be assertive, effective and task-oriented, while girls are encouraged to be sensitive and emotionally expressive.

Children efficacy is influenced by different environment and significant relationships with others, including parents, teachers and peers(Felson & Zeilinski, 1989; Nielsen & Metha, 1994; Patrick,Hicks &Ryan,1997; Schunk & Meece, 2006). Parents shape the family environment by providing children with challenges and new experiences, positive role models and realistic goals and expectations. Parents expectations and perceptions of children's abilities may influence and shape child self-efficacy (Schunk & Mecee, 2006). Parents communicate their expectations for their children through verbal feedback and by the types of experiences they encourage or discourage their child to participate in (Eccles et al., 1998). Parents encouragement of child involvement in new and challenging experiences may strengthen child efficacy by providing the child with mastery experiences (Eccles et al.,1998). Child self-efficacy can be influenced by modelling of behaviors, attitudes by significant persons in their life, also referred to as a vicarious experiences (Bandura, 1977). Child self-efficacy may be positively related to parent self-efficacy due to the effect of modelling (Whitbeck, 1987).

Thus parents play vital role in the development of a child's self-efficacy.

It is a universal truth that education and working status of mothers is an important factor for the progress of an individual (her children), society, and the nation. Mothers' education and work give adequate knowledge, provides essential skills and develops desirable attitude to achieve high academic performance of their children. Mothers who are highly educated and working are more sensitive to their children. They focused on the point that parents should provide attentive hands-on care to their children. Education and employment pushes mother to be more active towards

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work and caring for her children in improving their learning. An educated mother is a source of development and a unit of prosperity thus it is said that an educated mother can make an educated nation as more and more educated mothers can give more and more educated population to the nation. It is the responsibility of a mother to educate her children according to the requirement of contemporary, economic and social needs. Mother's education affects her children's academic performance irrespective of status, social background, gender gap and other stereotype cast, image and pigeonhole effects.

Working Mother : A working mother refers to women who are mothers and who work outside the home for income in addition to the work they perform home in raising their children .Working mothers have unique life situation who are now a visible part of the workforce in almost all professions. Many working women start their families while they are working, and some others may find the need to return to work sooner than expected in the postpartum period. The working mother is an institution in her own right, one who combines a successful career giving her financial independence, with an effective motherhood raising a child. Both these jobs are extremely demanding, and to do justice to each without neglecting the other is a formidable task.

A working mother can be defined as a woman with the ability to combine a career with the added responsibility of raising a child. A working mother term can be encompassed in two different categories on a broad term: a stay at home mother who works from home and the mother who works away from home while managing to fulfil her maternal duties.

Material aspirations and necessities of daily life often compel both parents to work. A qualified woman may insist on working to maintain an effective career and be financially independent. The single working mother is a combination of these entities, working not only to run the family, but also maintaining her position as a financially independent head of the family. The need to support a working mother is well recognized. It has also been explicitly mentioned that the dominant role in childcare is recognized and assumed to be that of the mother and that this responsibility affects the working life of women more than that of men.

Certain common problems plague most working women. The first and foremost amongst these are income difficulties. If the mother works, childcare support is essential and can be quite expensive. It may actually upset the financial benefits of both the parents working. In some culture like in some Asian countries joint family system exists. Grandparents and other non-working members of the family fulfill the need for childcare when the mother is at work. This is one of the most important benefit in joint family. The members not only recognizes that the working mother is an important member of the family but also provides her the necessary support to be able to perform her dual role efficiently.

Since house work is considered as woman's domain stress loads can be quite high amongst working mothers as she has to reach work on time, send her children to school on time, also meet all the children's deadlines on time including good and dress, and she is also pressed for time to look after her home simultaneously. Thus a working mother has to shoulder additional responsibility of the work place as well as at their domestic front.

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Unexpected sickness of children is a calamity that can be difficult to handle. There is need to use and avail of unpaid leave and unexpected absences from work. Mostly its woman who is expected to take care of sick child.

Sexual relationships can also be quite strained in working mothers. Much of it can be attributed to lack of time and to fatigue.

Many working mothers are condemned as selfish, unnatural and even dangerous to their and society (Wilson, 2006) Rise in juvenile delinquency could also be attributed to woman who are working mothers.

The reason why a woman go out for work are more often than aspirational. Many mothers work to retain some insurance benefits which her company may be offering, or maybe wanting to retire with some better retirement benefits.(Edelman, 2002) Many women find the need to maintain a parallel source of income a social security and a sign of independence. Thus a mother may work out of a financial compulsion, a desire to fulfill herself, or to supplement the family income. All working- mothers situations and circumstances are different.

A financial compulsion could be less competent spouse with an inadequate income, or a single mother who is dependent on her earnings for survival. A second income from the mother adds to better living conditions and eases the stresses of struggling for a comfortable life. However when the mother returns to work purely to maintain and advance a career that satisfies her and keeps her independent, she comes under scrutiny and criticism (Helman and Okimoto, 2008).

A working mother has to keep the convincing stance that she is working not just for her own sustenance, but also for the betterment of the family. Working women changed the image of a good mother from one who stayed at home to one who also took on extra burden for her family's benefit. But the most important aspect is that the working mother for whatever reason she is working for it should not affect the health and wellbeing of their children in anyway.

A working mother's ability to deliver or efficiency is considered with trepidation. There are possible heightened associations with gender stereotypes that occur when women are mothers; this may lead to heightened performance expectation that predispose greater negativity to be directed at mothers than at non mothers when career advancement decisions are made (Heilman and Okimoto, 2008). Women suffer definite disadvantages when at the workplace a problem that has been called the Maternal Wall by Williams (Heilman and Okimoto, 2008; Williams, 2001).

Working mothers are the ones who move out of the house for the purpose of earning money and also maintain household chores. The trend of being a housewife is now changing with the change and need of the time. Every single woman at home prefers to work in order to balance the financial and the other basic needs of the family. The concept of a working mother has many advantages and disadvantages.

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Advantages of working mothers:

- **Smart Children:** The children of working mothers become smart and active as compared to the children of non- working mothers. This is because mothers being working have to move out of the house leaving all the household chores intact. The children behind understands their responsibilities and manages to do all their tasks without being dependent on others.

- **Independent:** The children become independent as they don't find their mothers at home all day long and thus they are left with no other option than doing their home-work , eating breakfast, packing bags for school, preparing uniforms and all such things on their own. Doing all these little tasks that a child can do on his own makes him independent and responsible and also become co-operative to their mothers.

- **Inculcate good habits:** The working mothers are now a day helped by their spouses in household chores after returning from work. By seeing fathers being a helping hand to mother, children learn good habits and inculcate manners of helping others as well as their mothers.

- **Mothers shower more love:** The mothers who are working ought to remain away from home and their children for long hours and could not devote quality time with them. But on the other hand when mothers are back from work and spend less time with their kids, they show all their love and affection for them.

- **Financial help:** A working mother also adds to advantage of helping the family financially. It is beneficial as a woman becomes a helping hand to the husband in terms of money. This way family runs in a very smooth way without any financial difficulty and the kids also get the best as parents are able to afford due to a good income level.

- **Kids get all facilities:** A working woman is able to help her spouse in money matters. This further helps in giving their children world class facilities as they are not short of money in any way. The kids are able to join extra classes and other activities. Thus the kids become intelligent and spontaneous in their working.

- **An inspiration for kids:** The mothers when work become an inspiration for their kids as they look up to their mom and say that they aspire to be like their moms not only work but also look after their children without any difficulty. So these kids get inspiration from home and they also learn to do hard work in their life.

- **Life becomes exciting:** Non-working mothers remain at home and are not more outgoing> This way they are not able to have or expand their friend circle, but the working mothers are able to do so and take their children out for outing whenever they get time. Thus children learn socializing communicating and behaving in front of others.

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- **Good standard of living:** A person can give his or her family high standard of living as the financial problem does not arise. The kids also live the life in a healthy and comfortable manner as all the comforts are provided by mom and dad. This is not exactly the case with non-working mothers, and their kids might remain aloof of all pleasures and comforts the children need in today's era.

- **No dependence on husband:** The working woman does not have to depend on husband for money or any other thing. She becomes independent and earn her own without relying on her husband. She is able to fulfil all her wants and needs without being accountable to anyone in the family.

The disadvantages of being a working mother are as follows:

- **Tiredness:** After working for 10 hours continuously in office creates fatigue and tiredness. The activeness vanishes the moment mother reaches home. This affects the whole family, including children, husband and the others in case of joint family. Tiredness does not let the woman have an eye on her kids and this way kids may remain aloof for the whole day. Thus affecting the family life badly.

- **Health issues may arise:** A working mother has to arrange both house and office both at equal level that's too on a daily basis. Having the same routine regularly without any rest May lead to health issues and other problems which also ruins the family life. If the mother becomes ill, the kids and the husband both are affected and this creates tension in one's life.

- **Children may feel alone and fall in bad company:** Children get freedom in excess when they don't see mothers around to stop them from vices. This way they may fall in bad company and inculcate vices in them. Not only this, they might feel alone and find for company as mothers are not available for kids due to work.

- **Mothers are not able to attend important school meeting of kids:** due to office work, working mothers are not able to attend school meetings, functions etc.. which may develop feelings of inferiority and guilt in them. Such cases may end children going into depression, thus affecting their health to a larger extent.

- **Less time for kids:** Working woman is not able to devote quality time to their kids. This way the kids are not able to share their feelings and remain quite over important matters. This makes them introvert.

- **Children are kept in child care centers :** Mothers have to keep their kids in childcare centers as there is no one to take care of them. Those kids remain void of love and motherly affection. In such cases, mother feels guilty for not sparing quality time to raise her kids and have to compromise in the development of the kids.

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- **Missing out first words, first steps of kids:** The mothers who are working, have to compromise in terms of motherly emotions and miss all the first words, steps and activities for kids. This way she has to end up with all her feelings just to earn a little more for her kids and family.

- **No helping hand:** if the husband doesn't help his wife in household chores, it may cause difficulty for her as she then has to work 24 hours all alone without any help. It may affect husband and wife relationship, resulting in the end of such a pious relation. This way the whole family gets destroyed and even the future of the children is affected.

- **Suffering harassment at work place :** Working women often have to suffer harassment like eve teasing to even sexual harassment. Many women have to go through all such on a daily basis.

- **Conclusion :** Thus the above mentioned are the advantages and disadvantages of being a working mother. Nowadays due to inflation and other economic problems it has become vital to make more efforts for good earning. So for such a thing a woman has to earn and understand the responsibilities of her family. Keeping aside the disadvantages of being a working mother one should be positive and strive to see the advantages it offers a family. A working mother should feel proud of herself as she has the power to give best to her family at the same time taking care of her family too. But a working mother has to be very cautious as not to get irritated or angry on kids rather should try and tackle kids with love, affection and patience.

Non-Working Mothers: A non-working mother is defined as someone who is not employed for a salary, fees, or wages; not producing or generating income. She is not involved in or deriving anything from labor, not engaged in or directed toward work, especially as an employee. She can also be defined as someone who is not engaged in paid employment. A non working mother is also known as a stay at home mom.

A stay at home mom is someone who stays at home to raise her children and manage her household. She may have one child or several children and they can range in ages from newborn all the way up to teenagers in high school.

The modern definition of a non- working mother or a stay at home mom is someone who may or may not have left the workforce to stay home and raise her children. She may be highly educated and left a six figure job to stay home. She may be planning on returning to the workforce once her children are older. Or she may have become a stay at home mom before ever entering the workforce.

As the number of homeschoolers is on the rise so is the number of stay at home moms who choose to homeschool their children. And so is the number of stay at home moms who also add work at home mom to their title. The modern day stay at home mom is continually evolving and can't be limited by dictionary type definition or a society stereotype. Her contribution to the family are more than just being the onsite grown up in charge of the children.

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A stay at home mom works many jobs throughout the day. She is a nurse, chauffeur, chef, teacher, playmate, housekeeper, laundry attendant, accountant and babysitter all rolled into one. While there is a belief of stereotype of a woman sitting at home watching soap operas while eating bonbons is a distant reality for the stay at home moms. In fact, many stay at home moms aren't home much at all because they are running kids all over town to school, soccer practice, dance lessons, and doctor's appointments, plus attending school meetings, grocery shopping and running other errands. "Home" is only part of her title in name only. When she is at home, she is doing everything to keep her house running smoothly, including managing the household's budget, taking care of the house and planning the family meals. Most importantly, she is taking care of the children and their every need, especially when they are younger. Many people don't view a stay at home mom's work as work because she doesn't receive a paycheck for the 24 hours a day, 7 days a week, she is on duty. She doesn't get a pay raise or 401k plans. There are no vacation or sick days accumulated.

While some may argue that a stay at home mom doesn't contribute to her family, they are strictly thinking about a financial contribution in the form of a paycheck. But as a 2016 report from salary.com shows, a stay at home mom would earn lakhs of rupees a year for all the jobs she performs if she were paid. Today's stay at home mom is not your leave it to Beaver image of a woman who stays home vaccum the carpets in her long dresses and pearls while waiting on her children to come home from the school. While some stay at home moms maintain their title all the way until the kids graduate high school and leave the house, others go back to the workforce, start their own businesses or find new ways to stay home while earning income.

Being a non-working mother or a stay at home mom has various advantages and disadvantages. They are as follows:

- **You are always there:** An educated mother if prefers to stay at home and not go for work then it is primarily for her kids that she has chosen this path. As a stay at home mom, chances are good that you are always there when your child needs you.

  But the biggest disadvantage of this is that, always being there can sometimes feel like you are trapped. You may love being a stay at home mom, but there will be times when you wish you could steal some moments for yourself.

- **You are never alone :** You and your child won't have daily pangs of separation. Your kids are with you almost every hour of the day. You are there for everything like first step, first word, first skinned knee.

But the biggest disadvantage is that you are never alone. Most of the time you can't even go to the bathroom by yourself.

- **You don't work outside of the home:** You can focus all your time and energy on your children because you are not worried about your work deadlines or any other work place stress. But the biggest disadvantage is that you may miss the interaction you had with your co-worker, the satisfaction of doing good job, bringing in a paycheck, and even getting dressed up for work.

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- **You are raising your child:** Your children are with you majority of time so you won't feel like a daycare worker is raising them. You determine what they eat, their schedule, and the values they are taught. You are also fully responsible for their safety. But the biggest disadvantage is that it feels like creating a bubble and isolating yourself and kids from the outside world.

- **You are master of your house :** Household management is a part of being a stay at home mom. You run the house, pay the bills, cook, clean, take the kids for their different classes and other places where they need to be taken and keep all the family schedule all under your control. But the biggest disadvantage is you feel as if everything is falling upon you. Even if your husband gives you a helping hand, there may be a time when you feel super stressed trying to keep up with it all the times while raising kids.

- **You have an employment gap:** Your resume will never show that you have been continuously employed. When you want to go back to work employers seem more open to stay at moms re-entering the workforce than ever before.

  The biggest disadvantage is that you will still run into employers who see you as someone who quit her job and put a halt on climbing up the corporate ladder. Another drawback is that you will now be competing with people much younger than you with more recent experience for the same position.

- **Your piggy bank has mixed feelings :** Your contribution to the family income is now greatly reduced. Staying home can't be a more economical choice some families than having to pay for childcare, gas, car maintenance, dry cleaning, wardrobe, lunch out and saloon costs. The biggest disadvantage is that two person income will get cut down to one paycheck. The economy of coupons, budgets and cutting costs may no longer be optional.

- **You experience different stress levels:** If you love every aspect of parenting your child and can even smile on the inside when your toddler is in full meltdown mode then your stress level will probably be much lower than if you were having to raise your family while working outside the home.

  The biggest disadvantage is that kids can be more than a handful with whining, fighting and misbehavior. You can have additional stresses due to reduced finances.

- **You have a different view of life outside of kids:** Your social life will see a big change as you have a new focus. You will meet a lot of other stay at home mom friends who can arrange girls nights with, giving yourself a little break while sharing common experiences.

  The biggest disadvantage is that you will probably notice a drop off in activities you take part in that you used to when you worked. You may miss engaging in social activities like office parties, business meetings, and corporate outings that tend to talk shop more than family life. Your social circle might shrink to only those other moms.

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- **You have a more consistent routine:** Your family time will be more predictable. You will have more control over your family's routine as a stay at home mom. You will not have to worry about getting called in early to work or having to stay late for a meeting. Your routine will tend to be the same from week to week as a stay at home mom.

  The biggest disadvantage is a routine can often be equated with boredom. Your days will be planned out so well that you can easily feel like you are in a rut.

  A mother has various reasons for her choice to be a stay at home mom or a non-working mom. Some of the reasons are as follows:

- **It may be more economical to stay home:** Sometimes finances play a big start in your decision to be a stay at home mom. Childcare is expensive and can eat up almost every penny of your paycheck. Add up your paycheck and start taking out child care, gas and work wardrobe and you may be left with pennies or even be in the red. This is especially true if you have more than one child, need after school care, or night care. In other words, sometimes it is just plain cheaper for you to stay home with the kids rather than to work outside of the home.

- **You can always go back to work:** It is always easy to think that you will never get back to where you were in your career if you quit your job to stay home with the kids. But if you want to stay at home, there is plenty you can do to cover your employment gap, from taking classes for women that can enhance your career to volunteering your time in a related field. With few extra steps, you can go back to work when you are ready with a resume that doesn't have glaring holes in it while you stayed home to raise your children. You will quickly resume your position on the career ladder and even climb more steps up that ladder.

- **Staying home could be less stress for you:** Life is full of stress and work is just another factor in that stress level, regardless of what you do for a living. Kids give us plenty of stress on their own. Add in your work responsibilities, trying to find time with your spouse, and raising kids and it might just be enough to make you want to trade your paycheck for some time away from the office. You can be a happy stay at home mom whose main source of stress is her kids, which isn't that bad of a problem to have.

- **You being at home might be easier on the whole family on the whole:** Being a stay at home mom can be much easier on the whole family. You and your spouse aren't juggling schedules all the time to decide who's going to pick up which child from where and at what time. You are the master of the family schedule and being there all the time can be much easier for the entire family.

- **You won't miss the Milestones:** when you are a stay at home mom , you are pretty much guaranteed you will be there for all of your children's major milestones. You won't miss the first time baby sits up, take those first step, or says the first word. You will always be able to say you were there for baby's first. No need for skype or daycare cams to see what your child is doing. You are there, literally, every step of the way.

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- **You can't get this time back:** Our kids are growing up every single second of the day. When they are all grown up, that's it. There is no getting that time back. Being a stay at home with your kids full time is a challenge some days but you will never be able put them in a time machine and make them little again.

- **You are their teacher:** When you stay home with kids, you are their teacher. You are their first influence before they head off to school and you are continually teaching them something new. While you can always make time for your children whether you work or stay home, being a stay at home gives you more learning opportunities to discover throughout your day together.

- **You get to focus 100 percent on your family :** Focusing 100 percent of your family doesn't mean working moms aren't dedicated to their families or aren't thinking of their kids throughout the day. That's just fuel for the ridiculous mommy wars, which no mom needs to engage in working moms just have work commitments that stay at home moms don't. Stay at home moms have it easy in this area. They don't have to worry about daycare being closed , that big deadlines for work, who's going to take care of the kids when you are on the business trip next week, or how you have to leave to go pick up your sick child from school. The focus is on the family without work distractions and other complications the working mom has to deal with on a daily basis.

- **Staying home is rewarding:** Staying home with your kids is really rewarding. There is a reason women quit their jobs, never to return to the work force, and it is not because they are lazy. No one is saying being a stay at home mom is going to be easy. You will have days you wish you could fix your hair, put on your high heels and dash out the door for an 8 hour workday. As you adjust to your life as a stay at home mom, though you will find the rewards come to you on a daily basis.

- **You won't regret staying home:** Life at home with kids all the time can be frustrating. But you will never regret being with them just about 24/7.

Summary : Parents employment patterns can have long-term consequences for their children's development. A study by John Ermisch and Marco Francesconi of the institute for Social and Economic Research, University of Essex, Measured the impact on young people of having spent less time with their parents when they were young because of work arrangements. Using unique features of the British Household Panel study, the analysis compares differences in parents employment patterns and outcomes between 516 pairs of siblings born in the 1970s.

There was a strong evidence of a trade-off for mothers who were employed full-time when their children were under five. Although full-time work increased family income, less time for mothers to interact with their families tended to reduce children's later educational attainments (the analysis controlled for family income).

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Longer periods of full-time employment by mothers when their children were aged one to five tended to:

- Reduce the child's chances of obtaining A-level qualifications or their equivalent;
- Increase the child's risk of experiencing psychological distress as a young adult;
- Reduce the chances of daughters giving birth before the age of 21.

#Part time employment by mothers appeared to have few adverse effects on children as young adults. A longer period of part-time employment by mothers when their child was a pre-schooler reduced the child's educational attainments, but this effect was smaller than that of full-time employment at these ages.

The effects of father's employment on the outcomes studied were generally less important than those of mothers paid work. Longer periods of work by fathers when their children were pre-schoolers tended to :

-reduce the child's risk of experiencing psychological distress as a young adult;
- reduce the child's chances of obtaining A-level qualifications or their equivalent.

#Having lived in a lone parent and during childhood was associated with lower educational achievements and also, if the lone parent family became a step family, a higher risk of daughters giving birth before the age of 21.

Parents play an important role in shaping the adult lives of their children. They invest their time and money in activities that affect their offspring's well-being. In particular, fathers' and mothers' employment affects both the income coming into the family and the time devoted to children's development. This study aimed to measure the effects of parents having less time available for their children, because of paid employment, on their children's educational attainment, economic inactivity, mental health and early child bearing.

A major problem in trying to measure the effect of parents employment patterns on longer-term outcomes for their children is that parents choose their paid work patterns in conjunction with choices about the way they spend their time and money on children. These, in turn, affect the outcomes. This emphasizes the need to take account of other factors that affect outcomes like children's educational achievements, such as their mother's own educational attainment. No matter how many parental variables are measured, they are still likely to omit some important aspects of family background that exert an influence. For this reason, estimates of the relationship between children's outcomes and parents employment patterns that are based on comparisons of young adults from different families are unlikely to identify the 'effect' of parents employment patterns. Yet this type of family comparison has been the basis of all previous research on this topic.
If these unmeasured aspects of family background are the same for all children in a family, then it is possible to eliminate their influence in empirical analysis by relating differences in outcomes between brothers and sisters to differences between them in parent's employment patterns during childhood.

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This study was able to take this approach producing sibling comparison estimates that are less likely to be contaminated by unmeasured factors within families. The estimated 'effects' of parents paid work on children's outcome in this analysis should mainly capture the impact on children's development of differences in the time that their parents had to spend with them. They may also capture to a much lesser extent any impact of short-term variations in family income through differences in parent's employment.
This findings focuses on results from the analysis relating to the effects of parents employment in their child's school years for three reasons.

- When children are in school there is less conflict between parents time in paid employment and time with their children. The children are not available at home for large part of the day.

- Parents may have very limited knowledge of their children's cognitive and other abilities and problems before they enter school, making it less likely that their employment decisions are affected by these 'endowments'.
- School years are particularly important for a child's development.

Mothers Employment and Educational attainment of children:

There is a strong evidence of an adverse effect on the probability of achieving an A level or equivalent qualification from mothers employment in school years. On the basis of the sibling comparisons, the effect ranged between a probability of 6 percentage points lower of achieving at least one A-level from an additional year of part-time employment to a lower probability of 12 percentage points from an additional year of full-time employment. Further analysis indicates that while there is weak evidence of smaller employment effects among better paid mothers, adverse effects of their full time employment when the child was a pre-schooler remain. Estimates based on comparisons between families showed lower educational attainments for children whose mothers worked longer periods in full time jobs when they were pre-schoolers.

This suggests that longer periods of full time employment by mothers when their children were pre-schoolers reduced children's educational attainments because of the reduction in the time available to spend with the child in these formative years. Longer periods of part time employment by the mother when the child was aged under 6 also reduced the child's subsequent educational attainment, but this effect was much smaller.

Children of more highly educated parents tended to have higher educational attainments and a lower probability of being economically inactive as a young adult. There was also a strong, positive association between parents' occupational status and the probability that their children would gain A-level qualifications. Higher earnings capacity for either parent was generally associated with higher educational attainments for their child and a lower risk of giving birth before the age of 21 for their daughters. Thus we see mothers employment has mixed impact on children's overall development.

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Review of Literature

1) Wattenberg (1950) states that when parents ignore the child and devote little time to the child as he grows older, his poor adjustment frequently leads to delinquency. The effect of maternal employment on children also depends on the age and sex of a child. If a child is small and the mother goes outside, for job, it will definitely have a permanent negative effect on children.

2)Merrill palmer Quarterly in his study in Gold, Comparisons of adolescent children with employed and non employed mothers, 24, 75-84, (2008) have found that daughters of employed mothers have higher academic achievement, greater career success, more non traditional career choices and greater occupational commitment. The test was conducted on a sample of 800 students, and the analysis was done through 't' test.

3)Glueck and Glueck (1956) found that there were greater emotional conflict in delinquent boys of working mothers than in boys of non-working mothers.

4)NIPCCD (1978) In their studies it was found that children of working mothers in upper occupational level were more socially developed and their mothers felt less dependent upon schools for their children's social development.

5)Ramcharan (1981) in his study found that the employment of mothers had neither a positive nor a negative effect on the socio emotional and educational development of the child. Working mothers of girls have higher level of anxiety for children as compared to non-working mothers of girls. Children of mothers who had a low level of anxiety for children and interacted more with their children were found to have higher level of social maturity, a more positive self- concept, a low level manifest anxiety and higher achievement in language and arithmetic than children of mothers who had a high level of anxiety and whose interaction with their children was low.

6)Sharma (1981) in his study found that working mother had positive relationship in acceptance – rejection, encouragement – discouragement, democratic – autocratic, trust – distrust, and tolerance – hostility dimensions to their child. The undue pampering and over protection of high S.E.S. Working mothers significantly contributed to several problems in their child showing hate, autocratic attitudes and distrust also.

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7)Kala (1986) found in his study that the two groups of working and non-working mothers do not differ in perceived parent child relationship. The girls from the working group and boys from non-working group showed better adjustment with peers. The boys from the non-working group were better adjustment with peers. The girls from both the groups do not differ in adjustment to teachers. Children from both the groups and specially the girls from working mothers group were better adjusted at home than those from the non-working mothers groups. The boys from the two groups did not differ significantly in home adjustment.

8)Sharma (1986) in his study found that the self- concept level of the children of working mothers was more than that of the children of working mothers. The children of working mothers were found to be better in concentration and confidence. Significant difference was found at the adjustment level in the children of both the groups. In comparison with the children of working mothers, the children of non-working mothers were found to be more excited, anxious, tender hearted, sensitive, dependent and more protected.

9)Taori (1986) in his study states that the children of working mothers were less intelligent, less excitable, more disciplined, more assertive and more independent than the children of non-working mothers. Children of working mothers had significantly more need achievement, nurture, affiliation. But their need for aggression was more satisfied. There was no significant differences in academic achievement of children of working and non-working mothers.

10) Simmons and Blyth (1987) states that lack of time can also affect school achievement indirectly through its impact on the mother's ability to adequately supervise and manage her child's out of school activities.

11)Sharma (1988) study found that children of working mothers had a greater feeling of rejection, they had more adjustment problem, social problem, health problem than those of non-working mother. The children of working mother had a greater feeling of insecurity. A significant difference existed between the children of working mothers and non-working mothers regarding emotional adjustment and school adjustment but the children of working mothers had more problems

12)Sultana (1988) in her study found that there was no significant difference in academic achievement in English, social studies, language, mathematics, and natural sciences among children belonging to working and non-working mothers of English and Hindi medium schools.

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13)Trivedi (1989) found that there is no significant difference between the achievement scores of the children of working and non-working mothers.

14)Singh (1989) studies show that significant differences existed between working and non-working women with regards to certain personality factors. No significant difference was found in home, social and school adjustments between the two categories. Significant difference was found in health and emotional adjustment of working and non-working women. No significant difference was found among children of working and non-working mothers regarding scholastic achievement.

15)Jain (1990) stated in her studies that children of educated working women have high emotional adjustment while children of non-working women was higher than that of the children of non-working women.

16)Vijai (1990) found in his studies that there is significant difference in the personality of the male and female children of working mother and non-working mothers. High correlation was found between educational achievement and level of aspiration among the male and female children of working mother while it was positive and moderate for the male and female children of working mother while it was positive and moderate for the male and female children of non-working mothers.

17)Chaganlal (1992) in his studies found that non-teachers' children were significantly better than teachers' children in social value.

18)Vijayran (1992) in his studies found that non-working mothers spent more time than working mothers in feeding and clothing children. The educated mothers punish their children less. Mothers did not show any difference in shouting at their children due to their difference in education, employment and income.

19)Mathur and Mishra (1994) examined the influence of Maternal Employment on children's personality. Its result show that maternal employment was associated with personality factors like outgoing/reserved, ego strength/expedient, apprehensive placid and restrained.

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20)Pandya (1996) in his study found that social adjustment of non-working mothers daughters was higher than working mothers. Achievement motivation of working mother's sons was higher than that of non-working mothers. Similarly school adjustment of the children of working mothers studying in IX grade was better than that of non-working mothers.

21)Akhani et.al. (1999) in his studies found that children of unemployed mothers had better comprehension ability than the children of employed mothers. Children of employed mothers specially boys.

22)Goswami (2000) in her study found that working mothers' children were more achievement oriented than all groups, while anxiety of the girls of working mothers found to be highest.

23)Vinita (2003) found self-concept of the children of Non-working mothers to be higher than the children of working mother. The social, physical, temperamental and educational dimensions of working and non-working women do not differ significantly in respect to the moral and intellectual dimension of self- concept.

24)Reena (2004) in her study found that the children of non-working mothers are more anxious. Children of non-working mothers are more hyperactive than children of working mothers. Need achievement of working mothers' children is higher. Children of working mothers are more assertive and independent. Children of working mothers have been better comprehensive ability and better self-concept.

25)Grover (1979) in his study tried to find out the relationship between parental aspiration certain personality traits and school achievement of the children. He revealed that there is significant difference between school achievement and personality traits of low aspiring parents and high aspiring parents.

26)Doctor (1994) He tried to investigate the relationship between classroom and pupils psyche and their achievement. The study revealed that a classroom with high-class room climate and high pupil's psyche has high academic achievement was dependent on teacher's and pupil's behavior , pupil's psyche and classroom climate.

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27)Agarwal (1986) conducted a study to understand the effect of parental encouragement on educational development of secondary school student. He found high achieving group had been getting higher parental encouragement. There was difference in the amount of parental encouragement reveived by the student in the different regions.

28)Panwar (1986) conducted a study on the role of Academic achievement and school background in self-concept, self- disclosure and inferiority feeling among the students. He concluded that Academic achievement, home background and school background has significant relationship.

29)Arora (1988) conducted a study on role of parent child relationship and teacher student relationship in the academic achievement of higher secondary school student of both sexes. She found that there is no significant relationship between education achievement of student and parent. Child relationship with teacher, teacher-student relationship and education achievement of student were found to be significantly correlated.

30)Trivedi (1988) tried to test scholastic achievement of adolescent children of working and non-working mothers. She concluded that the difference between the achievement scores of the children of working and non-working mothers were not significant.

31)Bhogayata (1989) conducted a meta analysis of the result of the studies on the relation between the measures of locus of control and academic achievement of the children of non-working mother have highly negative correlation.

32)Dixit (1989) tried to study the effect of personality factor and self- concept on education as well as to see the interaction among these variables. He reported that personality factors significantly influence the academic achievement.

33)Singhal (2009) found in his study that children whose parent were helpful in their academic activities were more academic achievement oriented than that of those who were not supported by their parents. It can be concluded that academic achievement has been studied with various variables as anxiety, stress, intelligence, creativity, socio-economic status, parental encouragement etc. It has been found that the difference between the achievement scores of the children of working and non-working mothers were found to be having highly negative correlation. Children having parents' help were found to be more academic achievement oriented.

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34)Ahmad (1973) in his study found fashion mindedness, achievement orientation and non-conformity were significantly correlated with one another. Parental occupation, educational level of the family and urbanization affected modernity. Fashion mindedness was found to be related to birth order, organization, and parental income.

35)Verghee (1977) in his study found that there was significant relationship between modernization and education. Mother's occupation, number of siblings and geographical mobility were found to be associated with modernization and alienation. Educational aspiration and occupational aspiration were negatively associated with the modernity.

36)Abdul Sattar Almani, Allandino and Roshan Ali Mugheri (2012) conducted a study on the effects of working mothers on the development of children in Pakistan1600 students 1200 mothers and 800 teachers were selected from different areas of Pakistan. The study revealed that the children of mothers staying at home and working mothers do not have any significant difference. Children's view about mother's employment is found positive.

37)Profaina K Christian (2012) examined the study of guidance need among adolescents of employed and unemployed mothers. The aim of the study was to compare the guidance need in adolescent boys of employed and unemployed mothers. The samples consisted of 60 boys studying in 8th and 9th classes in English medium school of Ahmedabad city. 30 boys were employed mothers and 30 were unemployed mothers. Guidance need inventory by J. S. Grewal was used for data collection. The result revealed that there was significant difference in guidance need between adolescent boys of employed and unemployed mothers. The boys of unemployed mothers need more guidance compare to boys of employed mothers.

38)Saini, Sarita, (2005) has examined family environment and academic achievement of adolescents. The study revealed that family environment of adolescent's children of working and non-working mothers were significantly different. In respect of academic achievement also adolescents of working mothers were better than the adolescent children of non-working mothers.

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39)Paul Gregg, Elizabeth Washbrook (2003) has examined the effects of early maternal employment on child development in the UK. The main objective of the study was to find out the employment on child cognitive and behavioral outcomes. 12000 births to explore the effects of early maternal were used this study. The results indicate that full time maternal employment begun in the 18 months after childbirth has small negative effects on later child outcomes. Part-time work and work begun later than 18 months, however do not seem to have any adverse. Parenting has strongly beneficial effects on later child outcomes. Negative employment effects are concentrated in those families where mothers work full time and also rely on unpaid care by a friend or relative. The use of paid child care protects children from these negative effects and attendance at a center-based provider may actually lead to better cognitive outcomes than the children were at home with a non-working mother.

40)Chanda Muller (1995) conducted study on maternal employment, parent involvement and mathematics achievement among adolescents. The main objectives of study was to study parent involvement in education is to identify one aspect of the process by which family background makes a difference in a child's academic success. The results of this research that aspects of the parent child relationship that are important for adolescent development would benefit if the institutions in our society were structured in a way that it did not force parents to choose between involvement in important social relationships with their child and working outside the home.

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Significance of the study:

Various research has suggested that human beings can excel at any point in life and live a healthy life by emphasizing and enhancing positive resources or capacities. Positive elements may play an important role among students too. Students are viewed as leaders of tomorrow. They have academic success as their major goal and need good mental health to be able to succeed in their academic pursuit. One particular construct that has received considerable interest in the domain of college student adjustment has been self-efficacy or people's judgement of their capabilities to organize and execute courses of action required to attain designated types of performances. (Bandura 1986). Research has suggested that self-efficacy is important not only for the academic and social adjustment of students but to their overall wellness and personal adjustment as well (DeWitz & Walsh, 2002; Gore,2006; Solberg & Villareal, 1997). Thus, the main aim of the study is to determine the self-efficacy among college students. Further, in the present scenario women employment rate has increased very rapidly over the last several years. Today women from all corners have started working in various organizations and the entry of women in the workforce has brought changes in the structure and function of families. Every members of the family occupies a vital position in the interaction map of the child but among them the role of mother is important and varied. Mother plays an important role in the personality development of children by shaping their intellectual and social behavior. Therefore, effort has been made to study whether there exists any difference in self-efficacy among students having working or non-working mothers. Researchers have also identified gender differences in a variety of fields such as mental health, cognitive abilities and personality. So an attempt has been made to examine whether there exists any difference between male and female students.

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METHODOLOGY

Research Problem: To investigate whether there is any difference in the level of self-efficacy of college students having working mother and non-working mother.
Also to investigate whether there is any difference in the level of self-efficacy of girls and boys of working mother and non-working mother.

AIMS AND OBJECTIVES

- To find out the level of self-efficacy of college students based on the working and non-working status of mother.
- To find out the level of self-efficacy of male and female college students of working and non-working mothers.

HYPOTHESIS

- HO: There will be no difference in self-efficacy level of college students of working mothers and non-working mothers.
- HO: There will be no difference in self-efficacy level of male and female college students of working and non-working mothers.

VARIABLES

- Independent Variables: Occupation of mothers of degree college students; Working mothers versus Non-working mothers.
- Dependent Variables: Score on general self-efficacy scale.

SAMPLES

The field of the proposed study is Maharashtra, Mumbai. The total sample for study was comprised 100 students selected randomly from the undergraduate courses of several division of a college and the sampling procedure selected was random sampling.

Gender	Working status of mother		Total
	Working	Non-working	
Male	32	28	60
Female	18	22	40
Total	50	50	100

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RESEARCH TOOL

General Self-Efficacy Scale

The GSE is a 10 item scale designed to assess optimistic self-beliefs used to cope with a variety of demands in life. The scale was designed to assess self-efficacy i.e the belief that one's actions are responsible for successful outcomes. The scaled score for each question ranges from 1 to 4. Higher scores indicates stronger patient's belief in self-efficacy. The scale was originally developed by Jerusalem and Schwarzer in1981 in Germany and has been translated into many languages. Studies have shown that the GSE has high reliability, stability and construct validity (Legangar, Kraft, Roysamb, 2000; Schwarzer, Mueller, & Greenglass 1999). Cronbach alpha ranges from 0.75 to 0.94 across a number of different language versions (Rimm and Jerusalem 1999; Luszczynska, Scholz, Schwarzer,2005).

STATASTICAL APPLICATION

The data collected was analyzed by using the statistical methods. Descriptive statistics like mean and standard deviation; and inferential statistics like 't' test was used.

Procedure for Data Collection

The population of the study included students of Mumbai city, Maharashtra. Since this survey is conducted in reputed college of Mumbai, permission was taken from the vice principal of the concerned college. The actual survey was conducted during the respondent's class hours so that all the students are present in the class and class teacher was also present to avoid any kind of apprehension in the students. The participants of the study were identified through randomized group design and their consent for participation in the study was taken and no one was forced to participate in the study. It was conveyed to the participant that they will be given a psychological questionnaire which needs to be filled by them and that the activities undertaken were for research purpose. The participants were told that they could withdraw from the study at any time without any obligations, even after giving the consent, if they wished so. Also the confidentiality of the information given by the participant were ensured. The students were fully assured that their responses would be kept confidential and would be used only for research purpose. At the same time they were made to understand the importance of their honesty in responding to the questionnaire. In order to conduct this study, initially the researcher established a rapport with the participants. Then the questionnaires were distributed personally to the participants and requisite directions and instructions were given. In general it consumes maximum 10 minutes to complete the questionnaire. The questionnaire were then collected there and then. The students and their class teacher were thanked for their kind cooperation. The completed questionnaires were later analyzed by applying required statistics as mentioned above.

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Operational Definitions

Independent Variables

Working Mothers and Non-working Mothers.

Working Mothers :

Working mothers are those who go out of their house and work in some or the other organizations in return to some remuneration. The money earned by working in some organization is important for her family. Thus they spend nearly 8 to 10 hours of a day out of the house and away from their family.

Non-working Mothers :

Non-working mothers are those mothers who are educated enough to go out and work but they stay at home and take care of the needs of their family. So a non-working mother does not have any income from any company or organization.

Dependent Variable

Level of Self-Efficacy : Self-efficacy is calculated in terms of total score obtained by the participants in General Anxiety Scale. The self-efficacy score can then be used on the scale to determine the clinical interpretation of one's self-efficacy level. Higher the score, higher the level of self-efficacy.

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RESULT AND DISCUSSION

This comparative research study is about the level of self –efficacy of college students of working and non-working mothers. The data collected from a reputed college of Mumbai metropolitan city were edited, coded and analyzed using SPSS 22.

Demographic Profile of the Respondents

In the present study, a sample of 100 degree college students aged between 18-22 were selected through random sampling and the data has been collected from Mumbai in the state of Maharashtra , India. To facilitate this research study , students from 1st year, 2nd year and 3rd year degree college were collected. The information was collected with the help of a well designed self-efficacy questionnaire. All the respondents answered all the questions in the questionnaire. Students were asked about their age and the status of their mother's employment.

Gender

Gender is an important variable in any study, however in recent times gender roles have blurred and is losing its accuracy to distinguish in any ways.

Table:1

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girls	40	40.0	40.0	40.0
	Boys	60	60.0	60.0	
	Total	100	100.0	100.0	100.0

The gender table no.1 shows that the gender distribution in the sample of 100; male students were 60% and female students were 40%.

Table:2

Mother's Occupation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working Mother	50	50.0	50.0	50.0
	Non-Working Mother	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

This table no.2 shows that equal number of 50 working mothers and 50 non-working mothers were taken.

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Table:3

Descriptive Statistics

	Gender	N	Mean	Std Deviation
Self-efficacy score	Boys	40	27.98	6.191
	Girls	60	28.95	4.973

Independent Sample Test

	t-test for Equality of Means		
Self-efficacy score	t	df	sig(2 tailed)
	.870	98	.386

Table:4

	Mother's occupation	N	Mean	Std. deviation
Self-efficacy score	Working Mother	50	29.42	5.877
	Non-working Mother	50	27.70	4.970

Independent Sample Test

	t-test for Equality of Means		
Self-efficacy score	t	df	Sig. (2 tailed)
	1.580	98	.117

As per table 3 ,results of independent sample t-test shows that the mean score of boys and girls does not have much of the difference. The mean score of boys (mean = 27.98, SD=6.191, and N=40) and that of girls (mean=28.95, SD= 4.973,and N=60) at the .05 level of significance (t= .386, df=98,). Since there is no significant differences in the mean of both boys and girls null hypothesis is accepted. Also the value of t=.386 is > .05 thus null hypothesis is accepted which states that there is no significant differences in the level of self-efficacy in boys and girls of degree college students.

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As per table 4, results of independent sample t-test shows that the mean score of students of working mothers and non-working mothers does not have significant differences. The mean score of the children of working mothers are (mean=29.42, SD=5.877 and N=50) and that of children of non-working mothers are (mean=27.70, SD=4.970 and N=50) at the .05 level of significance (t=.117, df=98). Since again there is no significant differences in the mean of students of working mothers and non-working mothers null hypothesis is accepted which states that there is no significant differences in the level of self-efficacy in the children of working mothers and non-working mothers.

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Discussion

Prior studies have been conducted comparing the impact of working mothers and non-working or stay at home mothers on their children. The studies debated which was best for the children for the overall positive development as an individual. At this point there is still no evidence that one parenting style is better than other.

The purpose of the study was to discover if working mothers impact their children in the development of the level of self-efficacy any differently than the non-working mothers.

Just like some researchers, this study also saw no evidence in the level of self-efficacy in children of degree college with working mothers and non-working mothers.

Now, after going through the entire procedure of research, like right from the start of selection of the topic of project till the end of finding the result, the main purpose was to see how much contribution a mother's presence in a child's life during his/her development period the child requires for his overall positive development of his/her self-efficacy. It was seen that a mother who stays at home and a mother who goes out to work has equal influence on her children. An educated mother who goes out to work for her family increases the self- confidence especially in girls, and also the boys are inspired to study hard and find good professions. The children see how their standard of living improves with an added income of their mothers in the family. The absence of mother due to her work commitments makes her children independent to take care of their needs on the other hand a stay at home mom's children are more confident to accept any challenges that come across their way in their academic pursuit or any social functions because of the continuous support system of their mothers.

In many review of literature like [1] Wattenberg (1950), [3] Glueck and Glueck (1956), [10] Simmons and Blyth (1987), in their studies showed that there was negative impact on children of working mothers. The children lacked in self-esteem, were not well disciplined, they faced more emotional conflicts, they lacked in social adjustments etc.. but the study conducted by [8] Sharma (1981), [15] Jain (1990), [22] Goswami (2000), [23] Vinita 2003, in their studies showed positive impact on children of working mothers. They are more intelligent, socially active, high self-concept, high emotional adjustments, more achievement oriented.

On the other hand, there are various other literature which says children of non-working mothers lack in confidence, they are more anxious, [24], Reena. [31], Bhogayata.

But study conducted by [20] Pandya, (1996). [21] Akhani et.al. (1999). revealed that social adjustment of non-working mother's girls are higher than working mothers. And that comprehension ability of children of non-working mothers are better than children of working mothers.

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The result of the present research reveals that there is no significant differences in the level of self efficacy of children of working mothers and non-working mothers.

The result also reveals that there is no significant differences in the level of self-efficacy of boys and girls of working mothers and non-working mothers.

This result is in line with the study conducted by [13] Trivedi (1989), [12] Sultana (1988) which states that there is no significant differences between the achievement scores of the children of working and non-working mothers.

Here I would like to discuss the point that, life has changed in many ways in this modern era. The concept of joint family has changed to nuclear family, the responsibility of women has changed with the demands of luxuries in the modern living, children's attitudes towards parents, peer pressures, expectation of parents from children and children's expectations from parents , all these has influenced the result of our present result. Though there are many limitations in the research done, for eg. It is done on a very small sample of 100 students, done in a metro city, conducted on an equal economic background children, etc. Still it is good enough to reveal the fact that nowadays children's expectations from their mothers have changed. They more positively look towards their working mothers. They feel pride of their mothers achievements. On the other hand even though mothers who prefer to stay at home and look after their family needs are not the pathetic and dependent types. They are educated and equally support the children in their achievements. The non-working mothers too have a vital role to play in their children's all walk of life. One more thing that influences the result of the research is the concept of equality. Nowadays, girls too understand the importance of their education and also finding on job and making a career. Thus they too are supportive in their mothers decision of being a working woman or being a stay at home mom. The concept of not making boys do household chores has also changed. Boys too are more forthcoming and helping their mothers in the household works, being cooking, cleaning or getting groceries etc. because they too want to be self reliant and independent when they leave home in search a career or higher studies. The present generation boys understands the need for girls education and having a job so they are supportive towards their working mothers and respect the love and sacrifices of their stay at home mothers.

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CONCLUSION

The finding indicates that there is no significant impact of mothers working status on the development of self- efficacy level of the degree college students. Students of working mothers and non-working mothers showed same level of self-efficacy. Abdul sattar Almani, Allandino and Roshan Ali Mugheri (2012) conducted a study on the effects of working mothers on the development of children in Pakistan. 1600 students, 1200 mothers, 800 teachers were selected from the different areas of Pakistan. The study revealed that the children of the mothers staying at home and working mothers do not have any significant difference. Ramcharan (1981) found in his study that the employment of mothers had neither a positive nor a negative effect on the socio emotional and educational development of the child. Kala (1986) found in his study that the two groups of working and non-working mothers do not differ in perceived parent child relationship. Children from both the groups of working and non-working mothers group adjusted well inside and outside home. Parents are the role models for children. If a working mother inspires her children to be independent, confident, to pursue their dreams, and ambitions, then on the other hand a non-working mother inspires her children by teaching them the sense of responsibility, how to manage a home, how important certain sacrifices are for the betterment of family, how important a woman is for the integrity of the family. How safe and secured a non-working mother can make her family feel. If a non-working mother spends quantity of time with her kids, on the other hand a working mother compensates by spending quality time with her children. A working mother keeps her children and their schedule her top priority and tries to be available for her children when they need her. Nowadays a non-working mother is not uneducated, but it is her choice to be at home for her family and their needs. So even being a non-working mother she can help her children in their academic and other co-curricular activities and also in developing certain skills. Whereas a working mother teaches her children to be independent and do their work independently without depending on others at a very early age. Result of present study also revealed the fact that there is no specific difference in the level of self-efficacy of boys and girls of working and non-working mothers. Previous study on this topic also support this finding. Shaikullaku (2013) has done a study on "The Relationship between self-efficacy and Academic performance in the context of gender among Albanian students" and the study found that there is no significant difference in the level of self-efficacy between male and female. In addition, Elmotaleb and Saha (2013) revealed in their study that self-efficacy have negative significant co-relationship with sexes. But it is also seen from previous research that the result of current study is not found to be consistent with the findings of (1986). In his study he found that girls of working mothers adjusted well in all situations that girls of non-working mothers. The findings of present study reflect only a trend in this limited sample and thus further research should be carried out with larger group of participants. In addition, it is also recommended that more variables like socio economic status, academic achievement, etc.. should be taken into consideration in order to determine the level of self-efficacy.

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DELIMITATIONS AND SUGGESTION FOR FURTHER WORK

The present study has certain limitations:

- The study is carried out with very little sample of 100 students studying in a college in the suburban part of Mumbai and thus the result cannot be generalized to all the population even in urban parts. The sample should include students from different part of the country for the accuracy.

- The population was restricted to English speaking students.

- Other variables like socio economic status, races, academic achievements etc should be taken into consideration to determine the self-efficacy level.

- The working and non-working status of mother should have been more elaborated as professional working mothers or non-professional working mothers, and in non-working mothers it should have been educated non-working mothers and uneducated non-working mothers. But for that sample of 100 working and non-working mothers are very less.

SUGGESTIONS FOR FURTHER STUDY

The present study only reflect a particular trend in this limited sample and thus further research should be carried out with larger group of participant from different areas of the country including variety of races and socio economic standards of population, different academic achievement group of population etc. Moreover this study is using quantitative method to find out the result. It is recommended that in-depth investigation can be made by using quantitative and qualitative method to collect data information. Moreover, similar and related topic of research is recommended to do more in the future. The findings of the study need to be corroborated and expanded in future studies which should be a prospective study and which draws samples from other colleges set up as there is scarcity of such studies in the districts as well as the whole state of Maharashtra. The economy background, the cultural and social beliefs, the values, etc of different states, districts, communities differ widely. Thus it is recommended to cover almost all aspects which can influence the result of the findings.

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