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**A COMPARISON OF SOCIAL ADJUSTMENT AND ACHIEVEMENT MOTIVATION
AMONG THE GIRL STUDENTS OF WORKING MOTHERS AND HOUSEWIVES IN
ZABOL**

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ABSTRACT

This study aimed “to compare the creativity, achievement motivation, and social adjustment among the students of working mothers and housewives”. The comparative method was employed in this study. The statistical population of the study consisted of all the high school grade-two girl students in Zabol that amounted to 870 people, and were being educated on 2015. The Random Cluster Sampling Method was employed, and the number of samples was calculated by using Cochran’s formula to be 266 people; 133, and 133 students were selected among the group of students of Working mothers, and the group of students of housewives, respectively. In this study, the measurement tools were Abedi’s Questionnaire of creativity (1984), Hermens’ Achievement Test (1970), and Bal’s Questionnaire of Adjustment (1961). To analyze the data, Independent T-test was employed. The results showed that: The students of housewives showed higher social adjustment than the students of working mothers. The Achievement motivation of the students of working mothers was greater than that of the students of housewives.

**Keywords: Social adjustment, achievement motivation, the students of working mothers,
the students of housewives**

INTRODUCTION

The family is the most important institution dutiful for preparing the society members; on

the conditions that the children of this mini society are brought up healthy, self-reliant,

responsible, and disciplined, on their entrance in to the society, they will be welcomed. Social adjustment has been proposed to be the most important symptom of mental health. Slomowski and Dunn (1996) believe that social adjustment and skill is a process that enables the individual to comprehend the behavior of others and regulate his social interactions in an adapted way (Slomowski and Dunn, 1996). Slabi and Gora (1998) believe that social adjustment equals to a social skill which is the ability to make interactions with others on a particular social field and through a particular way acceptable and valuable to the custom (Slabi and Gora, 1998, quoted from Abedini, 2002). Adolescence is very critical, and the teenagers undergo severe changes of social adjustment on this period. Like physical development, the social adjustment is a continuous quantity, and it gradually becomes perfect through life in dealing with experiences (Attcinsol, Attcinson and Hilgard, 1996, quoted from Braheni, 1992). Also, the achievement motivation is a comprehensive orientation to do self-assessments considering the highest standards, and to attempt to have successful performance, and to have the fun of success derived from performance. David Mc Celland (1997) says that the achievement

motivation can be defined based on the two concepts of competition and superiority. (Mc Celland, 1999 quoted from Zareh, 2006:38). The students with higher achievement motivation are more successful in doing their homework, and show more perseverance in doing homework for longer hours, and they attribute their failure to their internal capabilities, not to the external factors such as the difficulty of the homework, or chance (Slavin, 1990, Seyed Mohammadi, 2006). Mc Celland believes that the achievement motivation is of the personality traits which emergence in the individuals is dependent on the parental educational practices. In this regard, he says that the individuals who are richly motivated, are grown in the environment which demand from them high competency (Mc Celland, 1970, quoted from Mohammadian, 2006: 125). The experts believe that in the process of the individual becoming adopted, the primary and the most influential factor is the family; of the family members, the mother plays a more sensitive role on the individual's education and character development. The reason for this may be that from the beginning of birth, the child has the most emotional actions and reactions with the mother (Shoarinejad, 2001). LowisHoffman reviewed the studies of past 50 years on working mothers. Most of

these studies hypothesized that the working mothers had bad effects on the child development. Hoffman's assessment showed that the daughters of working mothers held more self-esteem, better scores, and brighter job prospects in comparison to the daughters of non-working mothers (Hoffman, 2003, quoted from Hassani, 2003: 98). Azizi (2011) carried out a research, titled "A comparison between the Family Solidarity and the General Health of the Working woman's children, and the Non-working woman's children". The findings of this study showed that the housewives' children enjoyed a better general health in comparison to the working-women's children. Also, the family solidarity of the housewives' children was higher than that of the working-women's children. Razaviyan Shad concluded that there is a positive relationship between the students' social adjustment and their academic achievement (Razaviyan Shad, 2005). Neckoo (2012) in her study, "The comparison of Mental Health and Self-efficacy of the Daughters of working-Mothers and Non-working Mothers", Showed that the daughters of working mothers benefit from a better mental health and social-efficacy in comparison to the daughters of non-working mothers. Afshari (2011) carried out a research, "A comparison

of Adjustment and Self-Esteem among the High School Daughters of working-Mothers, and Non-working Mothers in Samirom". The results showed that the emotional adjustment, the educational adjustment, and the family self-esteem of the children of non-working mothers is higher than that of the children of the working mothers; but, the social self-esteem of the children of the working mothers is higher than the children of non-working mothers; but, for all other variables no significant difference was observed among the two groups. Tanhayeh Rashvanloo and Hejazi (2008) in their research, "The Relationship between the Parental Perception of Parenting Style and High school Students Educational Motivation and Advancement", showed that the mother's indulgence, and the father's warmth predict the sub scales of internal motivation, set cloned, and achievement. Abtahi and Nedri (2011) carried out a research, "The Effect of Creativity and Social Adjustment on the Academic Performance of High School Students in Zanjan". Their findings showed that there was a positive and significant relationship between the social adjustment and the academic performance. Of the dimensions of social adjustment, the social from, the social skills, the family relationships, the school relations, and social

relationships showed a positive and significant relationship with the academic performance. Bamrynd (1996) showed that parents in the families with high dialogues educate children who hold high social skills, are very creative, and show high competency to solve problems, and have high capabilities for management and leadership (Quoted from Elwood and Schrader, 1998). Thamas (1998) compared a number of fatherless teenagers from the low social-economic strata to a number of fathered teenagers. He observed that the fathered teenagers show a higher social and individual adjustment than the fatherless teenagers (Thamas, 1998, quoted from Simons, 1999). Chen Li, and Lai (2000) in their researches have shown that the parenting style influences the whole range of academic consequences; and, the parental warmth significantly predicts the academic achievement. Svnz and Vance tine kist (2005) in a study found that there was a significant relationship between the maternal autonomy support and the students' grades; but, this relationship was not significant for paternal autonomy support. The importance of family in the child's upbringing and socialization is evident; the proper social behavior is not naturally achieved; rather, it must be learnt, and practiced times and again, and be corrected by experienced trainers.

The Study Hypotheses:

1- There is a difference between the social adjustment of the students of working mothers, and the students of housewives.

2- There is a difference between the achievement motivation of the students of working mothers, and the students of housewives.

METHODOLOGY

This study is applied for its purpose, and descriptive for its method. The statistical population consists of all the high school grade-two girl students in Zabol, who amount to 870 people from 20 high schools, receiving education on 2015. The Random Cluster Sampling Method was employed, and the number of samples was calculated by using Cochran's Formula. For this reason, of all 20 high schools in Zabol, 10 schools were selected at random; next, from each school, two classes were selected at random. The number of samples was calculated by using Cochran's formula to be 266 people. Of these, 133 students belong to the group of students of working mothers, and 133 students are set in the group of students of non-working mothers.

Research Tools:

a) Bal's Questionnaire of Adjustment:

Bal has provided two questionnaires on adjustment; one is used for the students, and

the other one is applied for adults. Each questionnaire entails dimensions of adjustment which among them is the social adjustment. To measure the social adjustment among the students, Bal's Questionnaire of Adjustment which consists of 32 questions in the form of 3 items (Yes, No, I don't know) has been employed. In this test, only Yes/No responses are credited. According to the normalized table, each selected item is appointed a zero, or one number. In 1962, Bal reported that the reliability coefficient of the test was 0.88.

In Iran, Ehsan Bahrami translated and edited the questionnaire. He ran the test on 200 people chosen at random. Then, by using Cronbach's Alpha Coefficient, the reliability of the test was calculated to be 0.89 (Ehsan Bahrami, 2006).

b) Heremans' Achievement Test:

This test was developed by Heremans in form of 29 incomplete sentences, while at the end of each incomplete sentence some options are provided. TalebPoor calculated the regression coefficient of each sentence by development-oriented behavior, and the validity was calculated to be in the range of 0.3 to 0.7. The reliability of the test by using Cronbach's Alpha Coefficient was calculated to be 0.74 (TalebPoor, 2002).

Data Analysis

After data gathering, they were analyzed in two steps of descriptive statistics, and inferential statistics. For descriptive statistics, the statistical indices such as frequency and percentile, mean, and standard deviation were employed. For inferential statistics, Independent T-test was performed by applying SPSS 18 Software.

Study of the First Hypothesis: There is a significant difference between the social adjustment of the students of working mothers, and the students of housewives. To analyze the data of the first hypothesis, the independent T-test was used. The results are shown on the table 2 below.

As it can be seen from Table2, the findings of running the descriptive statistics on the social adjustment of the students of working mothers, and the students of housewives indicate that the students of working mothers, and the students of housewives have mean scores of 42.7, and 61.4, respectively. According to the observed mean scores, it can be noticed that the social adjustment of the students of the housewives is better than that for the students of working mothers. Then, there is a significant difference between the social adjustment of the students of the working mothers, and the students of housewives. In addition, the results of performing independent T-test on the social

adjustment of the students show that there is a significant difference between the social adjustment of the students of working mothers, and the students of housewives, while the level of significance in the test is less than 0.01 (sig<0.01). Then, the first hypothesis is conformed.

Study of the second Hypothesis: There is a significant difference between the achievement motivation of the students of working mothers, and the students of the housewives. To analyze the data of the second hypothesis, also, the independent T-test was performed. The results are shown on the table 3 below.

As it can be observed from table 1-3, the findings of performing descriptive statistics

on the achievement motivation of the students of working mothers, and the students of housewives indicate that the students of working mothers, and the students of housewives have mean scores of 76.33, and 51.98, respectively. The results of performing independent T-test for the comparison of the achievement motivation of the students of working mothers, and students of housewives show that there is a significant difference between them (t= 13.84, P<0.01), i.e., the achievement motivation of the students of working mothers is higher than the achievement motivation of the students of housewives. Then, the second hypothesis is conformed, too.

Table1- Number of subjects

Mothers	Mothers	
	Frequency	Percentile
Working	133	50%
Housewives	133	50%
Total	266	100%

Table 2- The results of independent T-test for the comparison between the mean scores of social adjustment of the students of working mothers, and the students of housewives

Variable	Group	Number of subjects	mean	Standard Deviation	t-test	Sig
Social adjustment	Working Mothers	180	42.7	11.3	93.8	0.00
	Housewives	180	61.4	13.8		

Table3- The results of performing independent T-test for the comparison between the achievement motivation of the working mothers, and the students of housewives

Variable	Group	Number of subjects	mean	Standard Deviation	t-test	Sig
Achievement Motivation	Working Mothers	180	76.33	14.6	13.84	0.00
	Housewives	180	51.98	18.4		

RESULTS AND DISCUSSION

Study of the first hypothesis: based on the first hypothesis that states that there is a

significant difference between the social adjustment of the students of the working mothers, and the social adjustment of the

housewives, the results on Table 2 show that the social adjustment of the students of housewives is better than the social adjustment of the students of working mothers. The result of this study is in accordance with the finding by Azizi (2011), Amani and et al (2012), Afshari (2011), and Bymrind (2011), in this way that safe attachment style can predict the adjustment. In explaining the results by these researchers, it can be seen that the emotional adjustment, the educational adjustment, and the family self-esteem of the students of the non-working mothers is greater than that of the students of working mothers. Once more, we emphasize on the fundamental and dynamic role of the primary emotional ties between the child and the mother on the formation, establishment and continuation of basic trust. Also, availability and emotional responsiveness are the building blocks of safe and adjusting relationships of the child and teenage during their next developmental periods. The result of this study is contrary to the findings by Royoa (2012), Asadi and et al (2009), Neckoo (2012), Atari (2013), and Khedri and Askari (2011). They found that maternal employment leads to the increased bulk of activities that the boy and the girl are dutiful to do. In turn, this leads to the increased child's participation in the family

activities, and his increased social development. On the contrary, the non-working mothers pay excessive attention to their children. In an extremist way, they take care of the children. Also, they do not allow their children to perform those duties which are easy for their children. In this way, they bring about for their children some difficulties because these mothers avoid their children to grow and develop naturally by their interventions and over-care.

Study of the second hypothesis: the results of performing independent T-test on the comparison between the achievement motivation of the students of working mothers, and that of the students of the housewives showed that the achievement motivation of the students of working mothers is higher than that of the students of housewives. On this background, this study is in accordance with the findings by Rashvanloo and Hejazi (2008), Chen, Lee, and Lai (2000), and Abedi and Arizi (2005). Their findings showed that: the parental warmth significantly predicts the academic achievement; the maternal indulgence and the paternal warmth predict the subscales of internal motivation, set cloned and academic achievement. The parental support for the autonomy of intrinsic motivation of understanding predicts the intrinsic

motivation to experience stimulation and academic achievement. The maternal support for autonomy, the maternal warmth, and the paternal indulgence cannot predict the students' academic motivation and academic achievement. The effects of maternal and paternal parenting styles on the academic motivation of boys and girls were different. Also, of the family factors related to the academic achievement motivation can mention the parents expect their children's success (0.28), authoritative parenting style (0.26), and family build (0.16). Based on the results of the hypotheses, it is suggested that: short-term and intensive one-day workshops be held by the intended organizations for families, and school educators in order to increase the social support for the adolescents, and the adolescents' level of adjustment. Also, since the adolescence is a very critical period in which the adolescent are more in emotional need of their parents, and since the fathers mostly work outdoors, it is better that working mothers in their free time stay more with their teenagers and try to solve their motivational problems and compromises.

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