INFLUENCE OF MOTHERS' EMPLOYMENT STATUS ON THE ACADEMIC PERFORMANCE OF STUDENTS IN PLATEAU STATE

BY

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B. ED. Home Economics, ABU 1998
M.ED. Home Economics, ABU 2015
P13EDVE8005

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE IN EDUCATION (HOME ECONOMICS)

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DECLARATION

I declared that the work in this thesis titled "**Impact of Mothers Employment Status on the Academic Performance of Students in Plateau State**" has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or its equivalent elsewhere.

KangyangDalyopZakwa _____ _____
(Name of Student) (Signature) (Date)

CERTIFICATION

This thesis entitled '**Influence of Mothers' Employment Status on the Academic Performance of Students in Plateau State'**by KangyangDalyop ZAKWA meets the regulations governing the award of the degree of Master of Home Economics Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

Prof. (Mrs) T.O. Ojo _____ _____ _____
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Dr.(Mrs)E.E. Adamu _____ _____ Member,
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Prof. A. A. Udoh _____ _____
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Prof. K. Bala _____ _____ _____
Dean, School of Postgraduate Studies (Signature) (Date)

DEDICATION

This thesis entitled "**Influenceof Mothers' Employment Status on the Academic Performance of Students in Plateau State**" is dedicated to Almighty God.

ACKNOWLEDGEMENTS

The researcher wish to express profound gratitude to God Almighty for the grace to have finished this programme.The researcher is immensely indebted to the supervisors' professor (Mrs.) T. O. Ojo and Dr (Mrs.) E.E. Adamu who despite tight schedules went through the manuscripts with great patience. More so, my indebtedness to Prof. A. A, Udoh the Head of Department of Vocational and Technical Education Ahmadu Bello University Zaria. The researcheralso register her sincere acknowledgement for the academic support of Prof. (Mrs.) A.Z. Mohammed, Dr. (Mrs.) E. Ike, Dr. (Mrs.) L. S. Ajayi, and other lecturers of the Department of Vocational and Technical Education who rendered contributions in various way to make this work a success.

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ABSTRACT

The study on the influence of mothers' employment status on the Academic Performance of Senior Secondary School Two Students of Plateau State, was carried out in order to investigate the influence of the academic performance of employed and unemployed mothers' children and to determine the influence on types of employment status of mothers on the academic performance of their children in Plateau State. The specific objectives of the study were to compare the academic performance of the students, examination results of mathematics and English were used. To also establish the influence on the number of hours employed mothers spend with their children on their academic work. Four research questions and four null hypotheses in line with the research objectives were formulated. One of them is; what is the difference between the academic performance of employed and unemployed mothers' children. A survey research design was used with a population of 3,105 and a sample size of 600 from the three senatorial zones as follows; Jos-South, Langtang North, Mangu. Two hundred and eight employed mothers, three hundred and six unemployed mothers. The analysis showed that significant difference exist in the academic performance of children, of employed mothers and unemployed mothers. The academic performances of children of employed and unemployed mothers were 64.1798 and 53.2190 respectively. The opinion of employed and unemployed mothers on the influence of types of employment status on the academic performance of their children showed that both groups of women agreed that full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance. It was concluded that mothers should be should be more involved in their children's academic performance not only checking their books but providing them with all school materials like textbooks, notebooks and employ qualified lesson teachers for them in each subject area. The study recommends among others that mothers who are unemployed should strive to have something doing to have small income to complement in buying textbooks and other school materials for their children's academics.

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DEFINITION OF TERMS

Maternal: Belonging to motherhood or mothers in general

Unemployed: Not in paid employment

Employed: Give paid job to somebody

Social Adjustment: Behaving in an accepted way

Socializers: Those who are always socializing

Divergent Behaviour: Showing unruly different behaviour

Pankshin: Is a town in Plateau State

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Traditionally, a woman is seen as the person who is in charge of performing all the household tasks, whether employed or unemployed. Most employed wives or mothers as dual career persons wake up very early, do some household tasks, go to the office or work outside the home, come back to continue with the household task, care for the children and husband then go to bed late at night.

Employed wives as defined by Lerner(2001) are those who work for pay any time during the week, that includes the 12th day of the month or who worked unpaid for fifteen hours or more in a family-operated enterprise. Unemployed wives are those who are temporarily absent fromtheir regular jobs because of illness, vacation, industrial dispute or similar reasons, also unemployed wives are full – time housewives who are not doing any paid job, but are carrying out household tasks that are expected. Employed wives are those gainfully employed fifteen or more hours per week. And the unemployed wives are either not gainfully employed or employed less than fifteen hours per week (Strober and Weinberg, 2004).

Maternal employment can have various effects, both positive and negative on the academic performance of students. Ruhn opined that maternal employment has a negative effect on student's academic performance in their early teenage years. He further stated that factors that may contribute to these negative effects are: income, educational level of parents and other demographic variables, such as age, marital status, and occupation. The way in which these factors interact with maternal employment may affect the academic

performance of students. In addition, the economic status of a family also seems to have effect on the student's academic performance. Employed mothers who are educated have a good reason to make their children's education to be of high standard but the unemployed who are not educated, might not think of ways to impact on their children's education.

The effect of income on students was the focus ofHarvey (2009). He explained that, students indicated that, by themselves, income has a positive effect on their academic performance. Maternal employment may have a negative effect on the performance of students from high-income families. It was also revealed in his work that mothers' employment status does have effect on the family and their children, but few of the effects are negative, while most effects seem positive. The study showed that the higher the academic outcome for mothers, the higher the benefits in the children's behavioral conduct and social adjustment, and the higher sense of competence and effectiveness. Arya (2005) opined that, the women away from home, whether by choice or necessity had exercised a deep impact on the basic institution-'family'; of which they themselves form a vital part. The overall responsibility of accomplishing household jobs falls on the shoulder of the housewives. Arya further stated that, employment imposes a substantial stress on the home maker as well as the children. He continued by saying that employment of housewives from the home has an adverse effect on the academic performance of their children, who have to attend to the household jobs like preparation of meals, cleaning of the house, dishwashing, washing of clothes and ironing and care of children which are normally attended by the housewives.

Cheston (2004) gave an example that they found among highly competent third–grade children, parents perception of their children's academic competence were more predictive of children's self – perception than were actual indicators such as grades and test scores. In the light of this finding, it is important to understand how parents communicate their perceptions to their children.

With this background on the influence of mothers' employment status on the academic performance of students. It is observed that academic performance of students in plateau state has been relatively low, especially when it is compared with the states from south east and south west of Nigeria. There is therefore a dire need to develop and implement intervention programmes to improve the academic performance of students in plateau state. For such an action, the fundamental requirement is a comprehensive understanding of impact of mothers' employment status on the academic performance of students. This investigation was therefore conducted to determine the impact of mothers' employment status on the academic performance of students in plateau state.

1.2 Statement of the Problem

In Nigeria, education is a crucial issue. Most families make sure that at least they attain it to a certain level, to have a sense of belonging. The children's education starts from the home. Therefore, the importance of a child's educational achievement is very important to the family, and the role of a mother as the key actor in the child's life cannot be overemphasized. However, the scourge of socio – economic conditions such as: way of living, children's education, welfare, shelter, the father whose earnings is not enough will not be able to cater for such needs. With such conditions in Plateau state,

Nigeria and the world over, has resulted into mothers to taking up paid employment outside the home. The result is that the available time for mothering and other responsibilities has been reduced. Half of her time is spent with her employers, her responsibilities as a house wife has become difficult to fulfill, so the children learn to cook, wash and do other chores, and this will affect their time of studies. This according to some researchers could result in their poor performance and can bring divergent behaviors (Al-Banna, 2001).

With the researchers' experience, whose mother is not educated but had interest in her education shows that it is possible for an unemployed mother who is not educated to help her children. The researcher being a onetime secondary school teacher observed that some students were always coming late to school, some were sleeping during lessons and some exhibited behaviors that were divergent, such behaviors were rooted separately from the home as it revealed that some parents stayed separately because they were both employed. Some secondary school students also complained of poor performance, because of their mother's unemployment. Unemployment by a mother means there is no financial support of any form. In line with this, Kolo (2001) opined that complaints of family members of non – working mothers or wives became inevitable. But also puts that children of employed mothers usually have inadequate care because of their long hours of absence from the home, that these employed mothers are financially okay, so they help in the payment of the children's school fees and other needs. Some children suffer near separation with their mothers, because the mothers are employed in towns or villages away from the family and only come together at weekends.

Similarly, the researcher was a disciplinary committee member in New Lay-out Pankshin between 2002 and 2003 and had the opportunity to handle –some of the cases of misconduct among teenagers. Among some of the cases handled were those of a boy who left home to go to school, but went stealing and smoking Indian hemp and the case of a girl who became pregnant for a boy within the same environment. Their mothers were employed and lived in Shendam, while the children lived alone, it showed that there was no one at home to always correct them.

Interactions with friends and colleagues confirmed that most employed mothers are responsible for the payment of family bills and catering for their children in school and at home, while others do not. All these experiences moved the researcher to think that maternal employment outside the home has brought changes on the academic performance of children, which are either positive or negative. It is in this light that this study is conducted to determine the influence of mothers' employment on the academic performance of students in Plateau state.

1.3 Objectives of the Study

The main objective of this study is to investigate the impact of mothers' employment status on the academic performance of students in Plateau State. The specific objectives of the study are to:

1. compare the academic performance of employed and unemployed mothers' children
2. Determine the influence of employment status of employed and unemployed mothers on the academic performance of their children.

3. Establish the impact on the number of hours employed mothers spend with their children on their academic work.
4. Determine the strategies used by employed and unemployed mothers to aid their children's academic performance.

1.4 Research Questions

The following research questions were formulated to guide the study:

1. What is the difference between the academic performance of employed and unemployed mothers' children?
2. What are the influences of employment status of mothers on the academic performance of their children?
3. To what extent does the number of hours employed and unemployed mothers spend with their children's on academic work?
4. What are the strategies used by employed and unemployed mothers to aid their children's academic performance?

1.5 Hypotheses

In line with the specific objectives and research questions, the following Null hypotheses were formulated.

1. There is no significant difference in the academic performance of employed and unemployed mothers' children.
2. There is no significant relationship between type of employment status of mothers and the academic performance of their children.

3. There is no significant difference between the number of hours employed and unemployed mothers spend with their children's on their children's academic work.

4. There is no significant difference between the strategies used by employed and unemployed mothers to aid their children's academic performance.

1.6 Significance of the Study

The interest in Nigerian children's education and how they are brought up to become responsible in the society has become a thing of concern in recent years. Environment and practices are changing as a result of economic, social and political change; most times these changes are very rapid and make women to become employed, to have significant impact on children's education and development.

It is therefore, hoped that the result of this study will help the family (especially mothers either employed or unemployed) teachers, and other stakeholders on children matters, to gain insight into the educational, social and psychological needs of students, and thus plan towards achieving this need. It will motivate unemployed mothers to set up businesses to help husbands in the payment of school fees and other needs of the students. Employed mothers will also use the knowledge of this work, to plan how to manage and cope with paid employment outside or in the home, to give their children the best education they can afford. Finally, the result of this study will add as a push for pursuit of education for children, benefits in their behavioral conduct, and higher sense of competence and effective in their chosen careers. This research work will also serve as good literature for future reference in the educational sector.

1.7 Basic Assumption of the Study

The following are basic assumption that are related to the study

1 Children of employed mothers performed better than the unemployed mothers' children.

2 Mothers' employment status has relationship with their children's academic performance.

3 The number of hours employed and unemployed mothers spend with their children has nothing to do with their academic performance.

4 The strategies used by employed and unemployed mothers and their children's academic performance cannot affect their future.

1.8 Delimitation of the Study

The study is delimited to senior secondary two students because they have stayed longer than the senior secondary one student. It is also delimited to employed and unemployed mothers with children in secondary schools in Plateau state. It is delimited to employed and unemployed mothers because they are responsible for and to the need of their children both academically and otherwise. The study is delimited to one local government area in each senatorial zone in Plateau State: Jos-South LGA in Northern zone, Mangu LGA in Central zone and Langtang LGA in Southern zone, because these local governments are larger than the ones in those zones.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviewed the work of others carried out earlier which are relevant to the study. This is essential because the study of related literature provides a theoretical framework for the researcher to build upon. It also provides the researcher with the sense of direction. The chapter focuses on the following sub-heading:

2.1 Theoretical Framework

2.2 Impact of Education of Employed and Unemployed Mothers on the Academic Performance of their children

2.3 Employment Status of Mothers, on the Academic Performance of their Children

2.4 Factors Influencing Maternal Employment

2.5 Effects of Maternal Employment on the Academic Performance of Students

2.6 Difference between Employed and Non-Employed Mothers

2.7 Strategies Used by Employed and Unemployed Mothers to Aid their Children

2.8 Empirical Studies

2.9 Summary

2.1 Theoretical Framework

It is important to have a close look at the concept, scope, needs and interrelationships of the various aspects of the word work, as it relates to mothers. This concept has been defined severally by different people, but the meanings seem to convey an idea of domestic based women in mothering roles, who also have to cope with the

heavy burden of meeting labour obligations. The world's women Trends and Statistics (2000) referred to Work as "the participation of individuals in productive activities for which they either receive remuneration in (cash or kind) for participation". Lerner (2004) saw maternal employment as "the labour force affiliation of mothers with children 0-18 years old". The concept includes a wide range of labour force participation patterns from full-time, to part-time work, and including contract work as well as working out of the home". This view appeared to take up most of the picture, but not the whole because, in the traditional rural Nigerian society, the role exceeds her so called labour force participation, to include petty trading and farm work. (National Planning Commission, 2001).

Lerner's view of full-time, part-time, contract and the much wider form of work for the rural or semi urban third world Nigerian women are both controlled by the economy. In the former, following Lerner's definition, work is restricted to only labour participation, while the later (NPC, 2001) definition includes farming and trading because paid job alone is not enough. To affirm this, the federal office of statistics, in a profile of Nigerian women in 1997 reported that 48% employed women participated in Agriculture (Farm Work), while 38% engaged in trading. To this effect one cannot be so rigid in placing boundaries for the scope of maternal work because the huge plethora of activity which women can engage into, to make ends meet in the home is sometimes better imagined than experienced.

Hoffman (2008) in a study on changing employment patterns of mother with school children and mothers of children less than one year observed that employment

patterns of mothers have changed over the years, with increase in the labour force participation.

Perimeter and Hall (2005) traced an evolutionary path in the emerging roles of women during the two world wars with the traditional view of women as home makers, mothers, and wives and of recent, the role of bread winner. Furthermore, labour participation by women has been attributed to several social and economic changes. This brings about changes, which include birth control, thereby expanding opportunities for education and employment. Societal attitudes toward employed women have changed, and public policies on family, child-care, part-time work and maternity leave benefits are more favourable to the working mothers of today. To this effect, maternal employment has no much effect on the academic performance of students. But according behavourism theory of John Watson in Berger (2003),stated that, direct environmental influences produces various behaviours that means the outcome of a family affects a child, that is if a mother shows concern on her child's education there is usually a positive performance in school.

2.2 Influence of Education of Employed and Unemployed Mothers on the Academic Performance of their Children

Women's self-advancement in the past was curtailed by the burden of reproduction, and the cultural views on the basic role of the women being that of the home to take care of the family, with limited reasons to entertain wider aspiration. However, today these physical and attitudinal constraints are changing more gradually in Nigeria than the other parts of the world, (NPC 2001).It is a common saying that when

you educate a woman, you educate the nation, but when you educate a man you educate an individual. This perhaps stresses the importance of the woman's education through which she is being empowered, and subsequently her family as a whole. The issue of girl-child and women education has been vastly discussed over the media and by the government at all levels as well as individuals.

The world's conference on Women and Development, held in Beijing 1995, was a forum that triggered the aspirations of women to move forward. Thus, more and more women are in education which they see as a major vehicle for the future success and happiness of their children.That is to say women are the key drive of the family affairs in and around the society because they coordinate every activities in the home. Lippe (2003) in his research work reported that, educated working mothers are less traditional in their approach to more active children upbringing. As a result, they engage their children in more active competent training through an authoritative child upbringing. Further findings revealed that the employed mothers are found to be more positively verbal, when interacting with their children than the non-educated mothers. Supporting this view, Joshi and Verropoulou (2000) argued that a mother's qualification is relevant in child's-upbringing. Furthermore, they maintained that education enhances a woman's earning power, which in turn changes the family well-being. It is also indicated that when a mother is educationally equipped, the better her productivity and the more efficient she becomes, and the better her services in child rearing.

In a research conducted by Hofferth (2009) on working mothers and child-care in United States, it was found that education served as a proxy for preferences, for greater investments in children. Further submissions by Hofferth indicated that educated

employed mothers spent quality time with their children, thus their children experienced good motherly attention and care. It can then be said that the higher the qualification or educational status of a mother, the better her experience in the child –upbringing and in educating her children.This study is therefore interested in finding out, the impact of the educational status of mothers on the academic performance of students in Plateau State.

2.3 Employment Status of Mothers, on the Academic Performance of Children

A full time job in which an employee works the maximum number of legal hours, typically forty (40) hours in a week, although this standard varies around the world. With a full time job often comes greater responsibility, along with access to benefits which are designed to keep employee's health and happy. Typically, a job advertisement will indicate whether or not a position is full time, since the number of available hours in a position is a major issue for many job applicants. A full time job may also be referred to as full time employment.

One of the advantages of a full time job is that it often comes with routine benefits such as healthcare, vacation time, sick pay, and payments into pension funds. In addition there is the possibility of overtime pay in most full time jobs, since employees are already working the maximum allowance hours. However, the flip side of this coin is that full time jobs can be very demanding and the hours are usually strict and rigid. As a result, employee must be committed to their work.

Compensation for a full time job may be offered in the form of salary. A salary is a set compensation, rather than a hourly wage. It has the advantage of being dependable and steady, but it can be disadvantageous for the employee, as she may end up working a great deal of overtime. Since salary contracts do not include special compensation for

extra hours of course, on the other hand an employee receives the same salary when he or she works less than forty (40) hours. With some salaried employees being paid through vacation and sick time as well (Http://www wise geet.com what-is-a full-time job httm). With a full time job the employed mother's time will be fully required in her work place that can affect the children at home.

Part Time

A part time job is a form of employment that carries fewer hours per week than a full-time job. Workers are considered to be part-time if they commonly work fewer than thirty (30) or thirty-five (35) hours per week. According to the international labour organization, the number of part-time workers has increased from one fourth to a half in the past 20 years in most developed countries, including the United States. There are many reasons for working part-time, including the desire to do so, having one's hours cut by an employer and being unable to find a full-time job. The international labor organization committee 175 requires that part-time workers are treated no less favourable than full-time workers (http; \\mmm segeak.com what is a full-time job. Httm). A part time job seems to be a better option in regards to children upbringing. It will give the mother enough time to perform her dual role.

2.4 Factors Influencing Maternal Employment

While sorting the factors influencing maternal employment Richman and Lansdown (2008)observedthat the American economy was influence by the contributions of the working wives. This motivated his work with 600 wives randomly chosen, in an attempt to identify factors that militated or facilitated the movement of mothers in labour

participation. Using a list of rule reasons for working, each woman was asked to itemize their reasons of preference according to Richman and Lansdown (2008)

1. Eighty-eight percent of the respondents worked financial consideration.
2. A few wives worked to better up the family standard of living and for good education of their children, which were controlled by economic needs.

Unrelated to financial benefits, to some mothers work were a source of personal satisfaction and self-fulfillment. Holding similar view,Papalia and Olds (2009) In addition to this some mothers pick up jobs as a source of an opportunity to be out of home and to keep company with colleagues. Others working wives indicated the need to work, to support husbands with low wage pay, and those husbands that were not employed in the labour force as stated by(Papalia and Olds 2009).

Skinner, (2000) opined that traditionally, a woman is seen as the person who is in charge of the responsibility of performing all the household tasks, whether employed or unemployed. Most employed wives as dual career persons have to wake up very early, do some household tasks, go to the office or work outside the home, come back, continue with the household task-care for the children and husband and go to bed late at night.

Strober and Weinberg (2000) defined employed wives as those who worked for pay anytime during the week that includes the twelve day of the month, or who worked unpaid for fifteen hours or more in a family operated enterprise. They also said employed wives are those who were temporally absent from their regular jobs because of illness, vacation, industrial dispute or similar reasons and unemployed wives are full-time

housewives who are not doing any paid jobs, but are carrying out household tasks as expected.

Hoffman (2008) upheld that the more roles a mother has, leads to more psychological well being which in turn increases self-esteem, social status, social identity and makes the mother less depressed. He maintained that mothers' sense of well-being is related to mental health and satisfaction, thus, higher level of consistency found in working mothers. Other advantages that were mentioned were the support and stimulation provided by co-workers, and the sense of control that the mothers had over their lives and children. The research on the impact of maternal employment uses achievement test to measure student's academic performance, such achievement is represented by the students examination result, different findings on age, gender and social class of the students. Ju, Dong-Beom, Chung, 11-Hwan (2000) for example found that maternal employment had a positive effect on the students of secondary school one.

Mothers' attitudes towards their children's academic performance influence children's perceptions of their academic competence. McGrath &Repetti (2000) asserted that the role, that parent' attitudes play towards their children's academic performance in shaping children's perception and their academic competence. Evidence has shown that parents are powerful socializers of children's self perceptions. McGrath &Repetti (2000) proposed a complex theoretical model that explains how parents' attitude especially mothers attitude can influence their children's self perception. Two types of parental attitudes highlighted in the theoretical model are parents' expectations for their children's academic performance and the importance parents place on their children's academic competence.

Cheston (2004), explained the benefits with Ghanaian who work outside the home to empower themselves financially, and to offer financial aids to their families, which accorded them greater respect from their husbands and children. In line with this, Cheston (2005) supported that they found among highly competent third–grade children, parents perception of their children's academic competence were more predictive of children's self – perception than were actual indicators such as grades and test scores. In the light of this finding, it is important to understand how parents communicate their perceptions to their children. Other researchers had their own views that, the shift of mothers from their homes into labour force, was as a result of the first world war and second world war, which many European countries such as Germany and France which they mobilized mothers into work force in demand for female labour services (Lyle, 2004).

It is not out of place for one to note that most women see employment as providing opportunities for accomplishment and creativity of the kind not possible in the home, for feeling useful and competent with respect to the larger social millennium. It now appears that mothers, who choose to work outside the home, may be actualizing some of their personal preference of personal growth, contentment and self-esteem.

2.4.1 Negative Influence of Working Mothers

In an effort to identify the negative influence of working mothers Joseph Rowntree Foundation(2008) poised that some of working mothers in the act of assisting the home deliberately refused to augment their salaries to the home affairs in other to enhance development in the family. They rather commit themselves in different project

apart from the family development simply because the husband or relation refused to appreciate her little she put previously. Joseph Rowntree Foundation (2008) pointed more that excessive family visitor on the basis of providing solution to their problem causes a lot of discouragement to the side of working mothers such that their salaries ends in assisting in- laws therefore, she preferred having a project that will be consuming her salaries because when the husband dies she can access herhusband's property, and as well have her own without problem. It was identified that when mothers work full time during their children's pre – school years the child is less affective at A – level work (Cavel, 2002). Children of full time working mothers achieved at A level, Cavel,(2001)stated that the children also found themselves unemployed American press Associate(1999)state that the language difference among these children diminished as the child got older it never completely disappeared.

2.4.2 Positive Influence of a Working Mother

Scholars identified some of the influence regarding to the working mothers that, the lack of a mother's presence can impact a child negatively, this impact is not as severe as what occurs if the mother does not work. Such factors include poverty, parental education, and quality childcare (BOOTH, 2000). In some cases without the income of the mother, the family may find themselves living at poverty level(BOOTH, 2000).In the same vain a dual income household, many women find themselves more able to make more choices for their families when it comes to nutrition and education (Gershaw, 2002).

According Baydar and Gunn (2001), that improvement in living standards by working mothers offset any negative effects in the home. (Cavel, 2001) supported that Parental education was also a positive aspect of child's success. Fidges (2001) added that children of a non working parents fail to see the point of getting educationas well as feel less pressure about doing so Gershaw, (2002). Clarify that child who had to go to child care. In addition when the child is placed in a quality childcare situation there were positive effects on quality childcare situation there were positive effects on the Childs social and cognitive development. Figes,(2001) that a trained nursery worker was able to stimulate the child with a wide variety of educational toys and games compared to that of a non employed mother. Figes, (2001) that children of working mothers do not suffer any differently from anxiety, antisocial behavior, or stress – related problems than those of non working mothers. That children of working mothers help stereotyped gender –role attitudes and felt their mothers were more found to set higher goals for themselves, and children of working mother were also seen as feeling that they had control over their environment (Gershaw, 2008).

2.4.3 Negative Influence of Non-Working Mothers

While a working mother has a wide range of social and professional contacts, the non working mother is at times isolated to their immediate surroundings. There is little adult interaction and the monotony of daily interactions can be disheartening. "These women experience of a breaking down of their supportive family and / or social network" (Gershaw, 2008). This lack of adult support can lead into depression and the feeling of being overwhelmed by what lies before them. While the non working mother is staying at

home to better her child academically and emotionally, the amount of actual quality time is not always as sufficient as that of a working mother. The time spent at home is usually full of completing household chores that do not include time with the child

2.4.4 Positive Influence of Non- Working Mothers

According to American Academy of Pediatrics (1999) advised that mothers should not work outside the home from their child's infancy to early pre-school age. This is because the connection of children with their mothers at a young age will allow a close bond. And this will make the communication between parent and child easier especially during the middle school and high years. The attention and moral value the child receives will help guide the child in a positive direction as they get older (Gershaw, 2008).

2.4.5 Working Mothers Stress

Working mothers not only bear the burden of leaving the children to work, but also the stresses of what in many cases equals two fulltime jobs. The mother has her job that she must leave her family for and then she has her job of taking care of the family she had to leave during the day. At times it seems like she is always playing catch – up and never quite finishes. While fathers are beginning to take on more responsibility in the home, "working mothers still perform most of the household chores".

Another stress, working mothers run into include when one of the children are sick, and the responsibility of caring for the sick child falls on the mother. The mother feels guilty about missing work or she feels guilty for having to leave the child with someone else when they are sick (Australian Psychological society, 2001).

The working mothers who are full time workers are also feeling stressed about sex lives. They feel guilty for being stressed or fatigued for an intercourse; she also may also hold resentment towards her spouse for not helping in the housework (Australian Psychology society, 2001).

2.5 Influence of Maternal Employment on the Academic Performance of Students

Among some tribes in Plateau State, traditionally and naturally, the mother is the homemaker and the one who pilots the family life. She toils and works hard to see to it that the family is provided with their needs. Such a wife or mother has been likened to a rare gem and a big asset to her husband and the whole household. (Proverbs 31:10). The view that people had, was that when mothers get employed, the children will be left uncared for, with negative outcomes, hence the fears of those who object to mother being employed. (Perimuter and Hall, 2005). They said that, due to the socio-economic, cultural and religious motivation, this sacred role of wife and mother is no more common, but the quest for the ideal mother is less elusive than that of the ideal father. In spite of all this factors, the mother is more likely to be found at home with the children.

The drive for economic empowerment and other factors have driven some mothers to abandon their primary roles at home for other calls. This may result into a sort of neglect on their part. But on the whole the maternal child relationship is so emotionally bond that the effect of neglect and deprivation from her tells more on the child more than other members of the family, (Christian women mirror 2004). Hoffman in Papalia and Olds, (2009) reviewed a study on mothers paid work and how it affects child upbringing and outcome. It was discovered that the effects on the child were in different ways. Some were positive others were negative, which were all dependent on individual mother's

factors. Also observed was that paid work had effects on the emotions of mothers, which could either be displeasing or satisfying, with a sense of guilt for not being able to supervise and monitor the children on their home work and other assignments from school effectively and adequate. This situation affects the mother's emotional state, while it also affects the children's academic performance.

Anonymous(2000) and Hoffman (2008), that children of employed mothers had less traditional gender role attitudes, hence affecting children's perception of masculine and feminine roles, since both parents maintained paid jobs.

Kolo (2001) stressed the need for human development. He opined that it is the responsibility of parents to make adequate provision for children's basic needs and education (food, shelter, clothing and making sure they are well schooled). He added that, the provision of education, social, cultural and economic training of these children, is necessary to make them responsible and sensitive to societal demands, as well as challenges of life. By this, the fundamental values and attitudes towards their studies and tradition of the society are preserved and entrenched with the ultimate goals of enhancing success in their academic performance and discipline. The parental role of raising and training children as affected by modernization, science and technology is not peculiar to the European countries alone, but to Africa with Nigeria inclusive and Plateau State in particular. The present study therefore intends to evaluate the impact of mothers' employment status on the academic performance of children in Plateau State. The influence of western education has moved, a lot of mothers out of their homes for work which affects the proper development and training of children as they are left at the mercy of house helps who are not mature to help them (Coleman, 2004).

Al-banna (2001) stated that maternal employment is an economic factor that can influence a variety of environmental conditions, thus affecting the cognitive development of children. Therefore, while it can be speculated that economic conditions seem to be the initial factor affecting child development, psychological aspects also need to be taken into account. More specifically, some components affecting child outcome may include maternal employment socio-economic standing, the educational levels of parents, and other demographic variables such, age, sex.

She went further to say that, maternal employment is thought to have negative effects on the cognitive development of children, but possible resulting problems can include deficit in academic performance Ruhn (2000) used data from the National Longitudinal Survey of Youth and various tests in order to assess the effects of maternal employment on child development and performance. Ruhn also added the component of paternal employment. Ruhn (2000) that maternal employment during the child's early life had detrimental effect on language development and on the mathematical abilities on the older ones. Maternal employment is found to separate mother and children, thus providing possible problems. When considering paternal employment, however, the opposite was found. She explained that, the more time fathers spent at home and unemployed, the more negative affected were the children's performance and behavioral development. It was inferred that this occurred because the fathers were not spending time with their children out of choice, as they were when they were employed full time.

She further said that there is evidence that supports Ruhn's said that regarding the time in the child's life in which the mother returns to work. Baydar and Gunn (2001) specifically investigated the relationship between the time mothers returned to work and

cognitive development of children. Baydar and Gun, pointed out that when there is attachment between mother and child, it creates problems in future for the child. This study focused on the cognitive outcomes 4-6 old's when the mothers returned to work as indicated by their low scores on the reading test revised.

Harvey (2009) both supports and disputes the findings of Baydar and Gun (2001). Significant results were obtained; however, they differed for high income versus low-income families. Harvey (2009) said that maternal employment on cognitive development using many of the same testing apparatuses as the previous studies mentioned. He found out that maternal employment is beneficial to children in low-income families. Perhaps the children received education in their nursery school system than they would if they were at home. He further said that mothers of low-income families are also less educated, thus have poorer parenting skills. It was also discovered that children of low-income families with employed mothers scored higher on the cognitive tests and had less behavioural problems than children of low-income families where the mother was not employed. However, it was also determined that children in traditional, high-income families suffered as a result of maternal employment. Perhaps the standard of care received at the nursery and day care being provided paled in comparison to the child's home life. It can be inferred from this findings, that positive effects on child development are felt if maternal employment is not a necessity for maintaining a certain level of socio-economic status then the children seem to be at a greater risk for developmental problem if the mother works outside of the home.

The education level of the parents has been a speculated cause of cognitive and educational problems in children throughout this paper. This variable was directly

examined by Datcher (2008) that education level of the mother with respect to child development. Loury's significant findings focus on the amount of time spent in school by children as related to the amount of time spent in school by mother and the mother's amount of home time. Datcher specifically, revealed that if the mother was highly educated and spent significant amount of time at home, the children would be more likely to further their education. It is commonly thought that the more time the mother spends at home with the children the more benefits are felt by the child. However, Datcher found that this is only the case if the mother spends twelve or more years in school. In addition, the benefits of the child spending more time with the mother only increase if the opportunity cost of the mother staying at home do not exceed these benefits. These variables include the number of years each parent spent in school, income, father's occupation, and the expectations the parents have for the child's education. These variables are also going to be used in Plateau State by the researcher to find out whether the results will be similar.

The majority of the past studies show a consistent finding regarding the variables that affect cognitive educational development in children. Maternal employment does seem to be a casual factor, however, there are also many other factors that play a role in this relationship. Based on these documented literature, the present study examined the situation of employed mothers in Plateau State on the academic performance of students.

2.6 Difference between Children of Employed and unemployed Mothers

Hoffman (2008) explains that, studies that have been compared on the children of employed and unemployed mothers on child outcomes measures such indices of

cognitive and socio-emotional development have failed to find significant differences.Patterns that have been revealed over the years that Daughters of employed mothers have been found to have higher academic achievement, greater career success, more non- traditional career choices and greater occupational commitment. Studies of children in poverty in both two-parent and single-mother families in America found higher cognitive scores for children with employed mothers as well as higher scores on socio-emotional, indices. Few studies found that sons of employed mothers in the middle class showed lower school performance and lower scores during school years than full-time homemakers.

Three Separate studies looked at the relationship, two of them found no difference, but the third also found lower scores for sons of employed mothers in the junior class. Hoffman's study found that the children of employed mothers obtained higher scores on the three achievement test, for language, reading and mathematics, across gender, socio-economic status, and marital status of junior class boys. Research has found that daughters of employed mothers have found more independent, particularly in interaction with their peers in a school setting and to score higher on socio-emotional adjustment measures.

The mother's employment was seen as a sign that the father was an inadequate breadwinner. The study further showed that daughters with mothers, across the different groups, showed more positive assertiveness as rated by the teacher (that is, they participated in class discussions, they asked questions when instructions were unclear, they were comfortable in leadership positions), and they showed less acting-out behavior. They were less shy, more independent and had a higher sense of efficiency. Working-

class boys showed more positive social adjustment when their mothers were employed. For the middle class boys, although their academic scores were higher, there was little evidence of social adjustment benefits from their mother's employment. There was also some evidence that those with employed mothers showed more actins-out behavior than the sons of full-time home makers.

Hoffman continued by giving result from previous research, that it was found that sons and daughters of employed mothers have less traditional gender-role attitudes. He however, used two different measures of gender-role attitude: one tapped the child's views about whether or not men could do things that was traditionally considered part of women's domain (e.g. take care of children, use a sewing machine, teach school), the other tapped the child's view about whether or not women were capable of doing activities that were traditionally considered part of the male domain (e.g. fix a car, climb mountain, fly plane). He went further to say that [the measure consisted of a long list of activities and occupations some of which were male-types things and other measuring whether they thought only women could do the female-types things]. Girls with employed mothers were more likely than whose mothers were full-time home makers to indicate that women as well as men could do the activities that are usually associated with men that are employed mothers daughter saw women as more competent in the traditionally male domain than the homemakers or unemployed daughters did. This result held for girls in two-parent homes and girls in one parent homes. For boys, however, employment status was not related to the measure of women's competence to do male activities. On the other hand, in two-parent families, both sons and daughters of employed mothers felt that men could do the female activities, while those with

unemployed mothers did not, but this was true only in two-parent families. Subsequent analysis showed that the reason it was only found in two-parent families is that, it was earned by the fact that, in the two parent families, fathers with employed wives were more active in traditionally female tasks and in child care. Thus, maternal employment was linked to the less stereotyped view of what men can do because of the effect of maternal employment on the fathers role and, in the absence of a father, the effect did not occur.

Hoffman (2008) showed a number of accretions on the children of employed and unemployed mothers as follows:

- That daughters of employed mothers were found to have higher academic achievement, the} have greater career success, more traditional career choices and greater occupational commitment. Those sons of employed mothers of .in the middle class showed lower school performance and lower IQ than the children of unemployed or homemakers.
- That children of employed mothers showed more acting out behavior than those of the unemployed mothers.
- The study revealed that employed mothers help the family financially and their children's education.

With the above literatures the present study examined the employment of mothers and the unemployed to find out whether they have similar outcomes with that of the women in Plateau State.

2.7 The Strategies Used by Employed and Unemployed Mothers to Aid their Children's Academic Performance

Campbell (2009) parents who remain actively involved in their children's education, helps them to excel academically. He went on to say that parents should have concern about the grades their children will be assessed throughout the academic year. When established effective, stress free study, homework and test habits in their children can diminish, it can even eliminate these concerns for parents, whether their children are doing the right thing or not. Parents should avoid waiting until the middle of the academic period to encourage children to read independently, work out math equations and write complete sentences that lead to engaging stories.

The more parents get involved in their child's education the greater the chance the child will excel in school. Campbell further suggests that parents should:

1. Attend parents' teachers meeting to remain appraised of the child's performance. It will make the parents to meet teachers and they will be able to know their children's deficiency.
2. Parents should use flash cards, color markers and chalk-boards to reinforce lessons taught in school. Turn off the television to provide quiet time for children to read, learn and study. Praise successes and lesson learned to build health self-esteem.
3. Buying books for them and giving them less household chores.
4. Learn to listen to the children: this is one of the most important traits of a mother and especially of a working mother, from their conversation you can pick up signals of trouble or sadness and deal with them appropriately.

5. Non-working mothers who are college graduates should not be disturbed as their children move towards greater independence. They tend to be over protective and that can affect their children.

McGrath and Repetti (2000) observed the role that parents' attitudes towards their children's academic performance might play in shaping children's perceptions of their academic competence. Parents can communicate their competence perceptions through their level of satisfaction with their children's performance in school. That is helping the children interpret objectives information, such as grades or standardized test scores by communicating how pleased or displeased they are with them. Children then may use this information in constructing their self-perceptions,Parents should not hold gender-difference attitude towards their children's academic performance. For example they should not believe that sons should pass math better than their daughters. Greenberg, Dechausay and Fraker (2011) suggested that family rewards as a worthwhile idea, because they feel it has the potential to support children's academic performance and their success over time.

2.8 Empirical Studies

Child outcomes include a variety of indicators, including social and emotional adjustment, intellectual development, and school performance (Lerner, 2001).

Priyank and Devina (2010) conducted a research on the Effect of Employment Status of mothers on conceptual skills of preschoolers, which is similar to determine the employment status of mothers of conceptual skills of preschoolers. The population of 120 preschoolers aged 3-4 years (boys and girls pooled), 60 each of employed and

unemployed mothers' resident of western Uttar Pradesh, India. The sample was selected randomly. Pandey's cognitive development test for Preschoolers (2002) was employed. The respondents were classified into 3 categories as average, above average and below average with respect to the total score obtained by each respondent on PCDT (Pandey's Cognitive Development Test) for each conceptual skill. Percentage of children falling into various developmental levels was calculated for each conceptual skill across preschoolers of employed and unemployed mothers. Z - test was applied to find statistical significance.

The researchers designed a ten itemed of conceptual skills to compare the mean score of pre-schoolers of employed and unemployed mothers. The result of the findings revealed the following:

- There was not much difference in the performance of pres-choolers of employed and unemployed mothers with regards to concept of shape, time, classification, number, size, texture and recognizing coins.
- Pres-choolers of employed perform better than preschoolers of unemployed.
- More number of pre-schoolers of unemployed mothers performs better with regards to concept of colour.

Hence, employment status of mothers does not have significant effect on the development of conceptual skills of preschool children.

Priyank and Devina (2010) research focused on effect of employment status on children. The present study used a sample of three hundred and eleven employed, unemployed mothers and students to evaluate the effect of employment status of mothers on student's academic performance in schools in Plateau State.

Arya (2005) carried out a research titled "Academic performance of Adolescent Daughters Effects by the Employment of their Mothers". The effect of employment of housewives on the academic performance of their adolescent daughters was investigated. In this study, 120 households including employed and unemployed households were selected randomly from the Plumper city, India (60 working and 60 non-working women) having adolescent daughters was selected for comparative analysis. The instrument used for collecting data were a self structural questionnaire cum interview was used for the study. The direct interview schedule was used to collect the data from the purposively selected respondents of the sample and adolescent daughters the questionnaire was pretest on group of non-sampled women having adolescent daughters. The data collected were analyzed using frequency, percentage and chi-square (x^2). The result of Arya's findings revealed that:

- The taking up out of home jobs by mothers or housewives did affect academic performance of adolescent daughters at some extent.
- The education of mother, mother's occupation and socio-economic status were significantly associated with the academic performance their daughters.
- The other father factors like family type, cast, size and income were non-significantly associated with the academic performance.

The study of Arya (2005), share much similarities with the present work, the tools used are the same except the number of subjects that vary, while Arya used 120 women, working and non-working women. The present study has used 311 hundred women, employed and unemployed mothers from 25 years old and above. However, both the

work of Arya (2005) and the present study focused on mother employment status the effect on academic performance on children.

Mallum (2000) carried out a study to compare the child-rearing patterns of employed and unemployed mothers in Plateau State of Nigeria. The research had the following goals:

- To determine how the particular child-rearing patterns adopted by each group of mothers affected their children social and academic behaviours.
- To investigate the difference in the child-rearing practice of the employed and unemployed mothers.

The study drew a sample of 790 respondents from three local government areas in Plateau State, out of which 370 were employed and unemployed mothers. The instrument adapted for this study was interview, questionnaire and academic achievement testing. To analyze the data ANOVA and T Tests were used. The results of Mallums' study revealed that, the social behaviours of children of employed mothers varied significantly from those of the unemployed in favour of the employed mothers' children. There was a significant difference between academic achievement of children of employed mothers and unemployed mothers in favour of employed mothers' children.

There was a significant difference between child-rearing pattern of employed mother and unemployed mothers in Plateau State in favour of the employed mothers: The researcher concluded that, maternal employment in the Nigeria culture positively affected mothers' child-rearing patterns and children's' social and academic behaviours.

The work of Mallum (2000) shares some similarities with the present study with exception of some few differences. While Mallum's work was restricted to three LGA's in

Plateau State, and a sample of 370, both employed and unemployed mothers, the present study used three hundred and eleven employed and unemployed mothers with children in secondary schools or research focused on both child-rearing and social and academic behaviours and the present work focused on academic behaviours, both focus on the child and his academic behaviours, of employed mothers status in Plateau State of Nigeria. Some of the findings of this work will be of relevance to the discussion of the present work.

Adamu (2003) carried out a research to examine the effects of mothers employment on early childhood education with main objectives to investigate, if the employment of mothers outside the home have effect on the;

a. Emotional and social development of the child.

b. language development.

This was done by brief routine separation from children on language development, social and emotional behavior of the 4year old. In order to determine this, the researcher used a total of 200 employed mothers in Ahmadu Bello University, main Campus, Zaria were randomly selected. The instrument used for collecting data was questionnaire.

The result showed that high proportion of children of employed mothers have emotional problem: demonstrate poor language development, deprived of mothers love and attention, hence they transfer their anger to others.

The work of Adamu (2003) shares similarities with the present study with exception of few things. Adamu's work talked of early childhood education, the present study focus on academic performance of teenagers in schools in Plateau State.

Hoffman (2008), in a research work titled "Effects of Maternal Employment on Families and Children: Effects on Children's Well-being", examined the differences between children of employed and non employed mothers in United States. The objective of the research was:

To compare the children of employed and non-employed mothers with special attention to;

- Maternal social class,
- Maternal employment status (full-time or part-time),
- Maternal attitudes and parenting styles,
- Maternal available time spent with children,

Hoffman used a total of 400 Michigan mothers for the research whose employment status had been stable for at least three year and who also stayed together with their children. They were obtained by use of questionnaire and interviews, and standard achievement test scores provided by schools. The results of Hoffman's work indicated that;

a. Children of employed mothers had higher academic achievement, greater career success and greater occupational commitment than children of unemployed mothers.

b. Children of employed mothers had less traditional gender-role attitudes (whether or not men could do things that were traditionally part of women's domain and vice versa).

c. Employed mothers as compared to full-time home makers use either authoritarian or permissive parenting styles or more of the authoritative parenting styles.

d. Full-time employed mother spend less time with their children than part-time and non-employed mothers.

e. Employed mothers encouraged positive interaction and independency in their children.

The researcher concluded that maternal employment status presented both positive and negative effects on families and children with the positive effects outweighing the negative ones.

Hoffman's study laid emphases on the child's well being as it related to maternal employment, the present is focused on the on the impact of employment status of mothers on the academic performance of students in Plateau State. It is worthy to note that, there is a correlation between the two research works. Except that the present study was on relationship with academic performance of students.

2.9 Summary

A lots of liteterature were reviewed on the influence of mothers employment status on the academic performance of students in Plateau state. Women as a conceptwas stressed as the aspirations to move forward. Thus, more and more women are in education which they see as a major vehicle for the future success and happiness of their children. That is to say women are the key drive of the family affairs in and around the society because they coordinate every activity in the home.It can then be said that the higher the qualification or educational status of a mother, the better her experience in the child upbringing and in educating her children.

A full time job may also be referred to as full time employment.One of the advantages of a full time job as it is stated in the liteterature is that it often comes with routine benefits such as healthcare, vacation time, sick pay, and payments into pension funds. In addition there is the possibility of overtime pay in most full time jobs, since employees are already working the maximum allowance hours. However, the flip side of this coin is that full time jobs can be very demanding and the hours are usually strict and rigid. As a result, employee must be committed to their work. The changes that occurred in a complex society necessitated the movements of mothers out of their homes into paid jobs. In addition to this some mothers pick up jobs as a source of an opportunity to be out of home and to keep company with colleagues. Others indicated the need to work, to support husbands with low wage pay, and those husbands that were not employed in the labour force.

Some of working mothers in the act of assisting the home deliberately refused to augment their salaries to the home affairs in other to enhance development in the family. They rather commit themselves in different project apart from the family development simply because the husband or relation refused to appreciate her little she put previously. In the other waythe lack of a mother's presence can impact a child negatively, this impact is not as severe as what occurs if the mother does not work. Such factors include poverty, parental education, and quality childcare. The gap which this research work want to cover is that in all the literature review there is none that stated the influence of mothers employment status on the academic performance ofstudents in Plateau State. Therefore, it is the hope of this study that the gap will be closed or narrows through providing

solutions on the influence of mother's employment status on the academic performance students in Plateau state.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design and methodology under the following sub- headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling procedure.

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for the Data Collection

3.6 Procedure for Data Analysis

3.1 The Research Design

A Research design is a survey design, through which the researcher is guided towards conducting the research (Denga and Ali, 1989, Akuezuilo and Agu, 2003). This study employed a descriptive survey research design. It is a design that studies people or item in groups, and also describes and interprets relationships between or among variables that exist in a research. A descriptive survey research method was used to collect data. In line with this Olayiwola (2007) stated survey is an effective way of gathering data from different sources within short time at a relatively cheaper cost.

3.2 Population for the Study

The population for the study is comprised of SSSII students and their mothers (Employed and unemployed).There are three thousand one hundred and five (3,105) SSSII students in the three Local Government Areas of Plateau State.

The breakdown of population for the study is shown in Table 3.1

Table 3.1: Population for the Study

S/N	Zone	Local Government Area	Number of Schools	Number of Students
1	Northern zone	Jos-south	22	1,290
2	Southern zone	Langtang – north	16	978
3	Central zone	Mangu	24	839
			62	3,105

Sources: Area Education Inspectorate statistic units (2011) and Principals' Office of Schools (2011).

3.3 Sample Size and Sampling Procedure

From the population of the study a sample population of six hundred (600) students was selected from six (6) schools. The sample size of 10% of the studentspopulation was used. This sample is in line with Uzoagulu (1998) who suggested that when the population is up to thousand, the researcher can use 10% of the population. The schools were selected purposively because they are the larger schools in the Local Government Areas used.This is in line with Olayiwola (2007) that a researcher is at free to select sample purposively to represent the entire population.

In order to ensure that Plateau State, which is the location of the study, was properly represented. Plateau State is divided into three senatorial zones; Northern, Southern and Central zones. Simple random sampling was used to select 10% of students

from the schools in each Local Government Area. The 'hat drawn' method was used. This was done by wrapping pieces of paper containing "Yes" and "No". Papers equal to the number of students in each local government in each zone was wrapped. This procedure was applied to select students from all the local government areas. The students that picked 'Yes formed the sample for the study while those that picked 'No' were not used for the study. The breakdown of the sample population for the study is as shown in Table 3.2

Table 3.2: Population for the Study

S/N	Zone	Local Government Area	Number of Schools	Number of Students	
				Employed	Unemployed
1	Northern zone	Jos-south	2	120	139
2	Southern zone	Langtang – north	2	90	112
3	Central zone	Mangu	2	80	108
			6	290	310

Source: Area Inspectorate statistic Units (2011) and Principals offices of schools

3.4 Instrument for Data Collection

The instrument for this study comprised of structure questionnaire from the research questions, a self designed questionnaire for Employed and unemployed mothers whose children's results was used in the different schools, based on the research question. The questionnaire is divided into five sections A, B, C and D. Section A contains personal information of the respondents such as age, marital status, qualification. The Section B, consists of seven (7) items on the impact of types of employment status of mothers on the academic performance of their children. Section C consists five (5) of items drawn on the number of hours employed and unemployed mothers spend with their children at home on their academic work and section D consists of seven (7) items on the

strategies used by employed and unemployed mothers to aid their children's academic performance.

Table 3.3: Breakdown of Items

Research Question	Items on questionnaire	Focus of the items
2	1 – 7	Impact of the type of employment status of working mothers on the academic performance of their children.
3	8 – 12	The number of hours employed and unemployed mothers spend with their children at home.
4	13 – 19	Strategies used by employed and unemployed mothers to aid their children academic performance

The nineteen (19) items were structured or closed ended. They are placed in 4 point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) respectively which will be scored as follows: SA = 4, A = 3, D = 2, and SD = 1.

3.4.1 Validation of the Instrument

The instrument was validated by three experts from Department of Vocational and Technical Education A.B.U Zaria and the researcher's supervisors. The validation was concerned with the face and content validity of the instruments. Their comments helped the researcher to restructure the instruments to their present state.

3.4.2 Pilot Study

The pilot study was conducted in Kaduna State atGovernment Girls Secondary School, Samaru, Senior, Zaria,with30 students this is to determine the feasibility of the structured instruments in attaining the objectives of the study. This area was chosen because it has same similarity with those of the schools in plateau state. The test and

questionnaire were administered to the students who completed and returned them immediately.

3.4.3 Reliability of the Instrument

The reliability of the test score of employed and unemployed mothers children obtained at the pilot study using Pearson Product moment correlation was 0.86 and 0.88 respectively. The reliability of the questionnaire using Cronbach alpha reliability of employed mothers and unemployed mothers children were 0.81 and 0.91 respectively. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel (1992). andStevens,(1996),whichsays an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instruments used as fit for the main work.

3.5 Procedure for Data Collection

The researcher with the help of four trained research assistants administered and retrieved the exams results and questionnaire in the areas where the study was conducted. The exams results was collected and the questionnaire were administer on the same day while a period of three working days was given to the respondents to complete the questionnaire. After which the researcher and the research assistants went round and collected the questionnaire. The whole exercise of data collection took three weeks and

two days to be completed.The students result was used along with the instruments of their mothers in the study.

3.6 Procedure for Data Analysis

The data collected for this study was subjected to statistical analysis. Frequencies and percentages were used to analyze the responses. Frequencies, percentages and mean were used to analyze the exams result. The null hypotheses weretested using Chi-square statistics. The hypotheses were tested at 0.05 level of significance.

Decision Rule: A mean of 2.50 and above was considered as agreed while a mean score of 2.49 and below was considered as disagreed. Reject the null hypotheses infavour of alternative hypotheses; if the computed value is less than or above the table value the results will be retained.

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The chapter involves a total of 290 employed mothers out of the sampled 280 respondents and 310 unemployed mothers out of the sampled 306 respondents representing 96% and 97% respectively. The academic performances of the children of these sampled mothers were also analyzed. The Statistical analysis using the SPSS Statistical Package was employed. The respondents are therefore the employed and unemployed mothers and - their SSII children in Plateau state. The first section of this chapter presents the bio data variables distribution of the employed and unemployed mothers using frequencies and percentages of their demographic variables while the second section answers the research questions using frequencies and percentages of agreed and disagreed including means and standard deviations of each item by each of the respondents. The disagreed and strongly disagreed were combined as disagreed while the agree and strongly agreed were combined as agreed. The means were computed on the original four likert scale of strongly disagreed, disagreed, agreed and strongly agreed carrying points of 1, 2, 3, and 4 respectively. The third section presents and interprets the four research hypotheses formulated along the objectives. The Mann Whitney Non parametric statistics were used to test the three null hypotheses using the employed and unemployed mother's responses that were in response of frequencies of opinions, while the Independent t-test was used to test the performances of students of unemployed and unemployed mothers as the test score was quantitative. All the hypotheses were tested at 0.05 alpha level of significance.

The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

Research Question One: *What is the difference between the Academic Performance of employed and unemployed mothers children?*

Table 4.2.1: Difference betweenthe Academic Performance of Employed and Unemployed Mothers Children?

Variable	**Group of students**	**N**	**Mean**	**std.dev**	**std.err**
Mathematics	Employed mothers' children	25	68.4400	13.3731	2.67462
	Unemployed mothers' children	15	50.4000	15.9185	4.1101
English Language	Employed mothers' children	25	70.0400	13.0079	2.6016
	Unemployed mothers' children	15	52.3333	10.3625	2.6756

According to the table above, the academic performance of children of employed and unemployed mothers in mathematicsand English language were assessed to be 68.4400 and 50.4000, 70.0400 and 52.3333respectively. This implies that children from employed mothers significantly had higher academic performance than unemployed mothers' children. Therefore, the academic performance of employed mothers' children are higher compared to the academic performance ofthe unemployed mothers' children.

Research Question Two: *Whatare the influences on the type of employment status of mothers on the academic performance of their children?*

Table4.2.2: Influence of type of employment status of mothers on the academic performance of their children.

S/NO	ITEMS	Status of mother	Agree		Disagree		Mean	Std. Dev
			Freq	%	Freq	%		
1	children of mothers with full employment status have low academic achievement	Employed	108	38.6	172	61.4	2.2607	1.1670
		Unemployed	289	94.4	17	5.6	3.8105	.5867
2	children of full employed mothers develop psychological stress which affects their academic achievements	Employed	116	41.4	164	58.6	2.3179	1.1527
		Unemployed	290	94.8	16	5.2	3.8137	.5679
3	self-employed mothers give quality care which raises d social & cognitive development of children while in school	Employed	114	40.7	166	593	2.2750	1.003
		Unemployed	291	95.1	15	4.9	3.8072	.5420
4	children of part-time employed mothers have control over their environment which facilitates exploration and learning discovery	Employed	119	42.5	161	57.5	2.2893	1.1064
		Unemployed	293	95.8	13	4.2	3.8164	.4857
5	full time employed mothers often lack time to supervise and monitor their children's assignment from school which negatively affects their achievement	Employed	114	40.7	166	59.3	2.3288	1.1758
		Unemployed	285	93.1	21	6.9	3.8007	.5918
6	full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance	Employed	135	48.2	145	51.8	2.4143	1.1070
		Unemployed	293	95.8	13	4.2	3.8170	.5363
7	contract employment status of mother aids in giving quality education to children	Employed	108	38.6	172	61.4	2.2607	1.1670
		Unemployed	286	93.5	20	6.5	3.7908	.6340

An understanding of the above table revealed the opinion of employed and unemployed mothers on the impact of type of employment status of mothers on the academic performance of their children. Both groups of women are of the opinion that full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance. This item attracted the employed women highest mean response of 2.4143 with details showing that while 135 (48.2%) agreed the rest 145 (51.8%) disagreed. In the same vein this item attracted the unemployed mothers highest mean response of 8170 with details of response showing that while 293 (95.8%) agreed to this view, the rest 13 (4.2%) were in disagreement..

Research Question Three:*To what extent does the number of hours employed and Unemployed mothers spend with their children's on academic work?*

Table 4.2.2 : Employed and Unemployed Mothers on the influenceon number of Hours SpentontheAcademic workof their Children.

S/NO	ITEMS	Status of mother	Agree		Disagree		Mean	Std. Dev
			Freq	%	Freq	%		
1	The more the number of hrs mothers spend at work d lower d academic performance of their children	Employed	202	72.1	78	27.9	3.0464	.9586
		Unemployed	223	72.9	83	27.1	3.0588	.9494
2	The more the no. of hrs mothers spend at work shift her responsibility of d home 2 d children which their academic performance	Employed	200	71.4	80	28.6	2.9679	.8934
		Unemployed	277	90.5	29	9.5	3.63.73	.7076
3	effective use of time spent at home leads 2 higher academic performance of their children	Employed	261	93.2	19	6.8	3.7071	.6447
		Unemployed	283	92.5	23	7.5	3.6928	.6656
4	The no. of hrs at home builds up mother child relationship which helps d children academically	Employed	201	71.8	79	28.2	3.0788	.9769
		Unemployed	244	79.7	62	20.3	3.3203	.9208
5	The no. of hrs work determines the mother's financial strength which determines their assistance to their children's academic demands	Employed	264	94.3	16	5.7	3.7071	.5679
		Unemployed	257	84.0	49	16.0	3.1863	.6880

According to the table above, both employed and unemployed women believe that effective use of time spent at home leads 2 higher academic performance of their children. This view attracted each of the groups highest mean responses. The employed women mean response on this was 3.7071 showed that 261 representing 93.2% agreed while the rest 19 (6.8%) disagreed. in the same vein 283 (92.5%) of the unemployed women were in agreement with this view while the rest 23 (7.5%) were in disagreement

with this view. The employed mothers were of the strong opinion that The no. of hrs work determines d mother's financial strength which determines their assistance 2 their children's academic demands. This view attracted employed mothers mean response of 37071 with details showing that 264 (94.3%) of them were in agreement while the rest 16 (5.7%) were in disagreement. On the other hand the unemployed women strongly believe that The more the no. of hrs mothers spend at work shift her responsibility of d home 2 d children which their academic performance as this attracted their mean response of 3.6373 with details showing that while 277 (90.5%) were in strong agreement, the rest 29 (9.5%) of the unemployed women were in strong agreement with this view.

Research Question Four: *What is the opinion of Employed and Unemployed mothers on the strategies they use in aid of their children academic performance of their children?*

Table 4.2.2: Employed and Unemployed mothers on the strategies used to aid their children's academic performance.

S/NO	ITEMS	Status of mother	Agree		Disagree		Mean	Std. Dev
			Freq	%	Freq	%		
1	As a mother I show concern about my children's grades by always checking their results	Employed	189	67.5	91	32.5	2.9536	1.0445
		Unemployed	291	95.1	15	4.9	3.8464	.5999
2	I teach my children some of their school work at home	Employed	201	71.8	79	28.2	3.0393	.9589
		Unemployed	294	96.1	12	3.9	3.8791	.4876
3	I supervise d school home work(assignment) given to my child	Employed	200	70.8	80	29.2	2.9714	.8834
		Unemployed	222	72.5	84	27.5	2.9804	.8756
4	I provide every text book notebooks and writing materials for my child	Employed	254	90.7	26	9.3	3.7256	.7365
		Unemployed	217	70.9	89	29.1	2.8987	.9301
5	I give my child balanced and adequate food at home and snacks to school	Employed	253	90.4	27	9.6	3.7000	.7685
		Unemployed	216	70.6	90	29.9	3.0458	.9807
6	As a mother I reinforce my child's good performance	Employed	234	83.6	46	16.4	3.1893	.6955
		Unemployed	257	84.0	49	16.0	3.1961	.6924
7	I employ a lesson teacher to teach my child at home after school.	Employed	222	79.3	58	20.7	3.4429	1.0388
		Unemployed	216	70.6	90	29.4	2.9412	.9800

The table above revealed the strategies adopted by employed and unemployed mothers to aid their children academic performances. The employed women provide every text book notebooks and writing materials for their child to aid their academic performance. This item attracted the employed women highest mean response of 3.7256 with details showing that 254 (90.7%) agreed to this strategy while the rest 26 (9.3%) did not agree to this strategy. The strategies adopted by the unemployed women to aid their children

academic performance is teaching their children some of their school work at home. This attracted their highest mean responses of 3.8791 showing that 294 (96.1% agreed to this while the rest 12 (3.9%) disagreed . Another strategy the unemployed mothers use in aid of their children academic performance is showing concern about their children grades by checking their results as this item attracted their second highest mean response of 3.8464 with details of response showing that 291 (95.2%) were in agreement while the rest 15 (4.9%) were in disagreement.

4.3 Testing of Research Hypotheses

Null Hypothesis (H_1): *This null hypothesis state that there is no significant relationship between age of respondents and their children academic performance oftheir children.*

Table 4.3.1: Chi square showing tabulation perception significant relationshipon ages of respondents and their children academic performance.

Variables	SA	A	D	SD	Total Row	X^2	Df	X^2 Critical	P (sig)
16-35 years	200(117)	90(114)	4 (8)	1(4)	295	4.26	3	7.82	0.250
36 Years and above	199(139)	80(136)	10(17)	1(5)	291	291			
Total column	299	170	14	2	586				

According to the result of the chi square statistics test above, $\mathbf{X^2}$ calculated value of 4.26 is less than the $\mathbf{X^2}$ critical value of 7.82, while the calculated level of p value of 0.250 is greater than the 0.05 alpha level of significance. Therefore hence the null hypothesis which states that there is no significant relationship between ages 16-35 and 36 above perceptions on their children academic performance is accepted. This implies that age of respondents does not significantly affect their children academic performance.

Null Hypothesis (H_2): *This null hypothesis state that there is no significant relationship between marital status of respondents and their children academic performance of their children.*

Table 4.3.2: Chi square showing tabulation perception on relationship between marital status of respondents and their children academic performance of their children

Variables	SA	A	D	SD	Total Row	X^2	Df	X^2 Critical	P (sig)
Married	45(119)	10 (104)	1(4)	-	537	4.22	3	7.82	0.071
Divorce	200 (139)	50 (136)	5(5)	2(3)	26				
Widow	20 (126	7 (85)	3 (2)	1 (1)	12 (38)				
Single	7 (87)	4	2	2	11				
TOTAL	272	71	11	5	586				

Results of the chi square statistics test above, $\mathbf{X^2}$ calculated value of 4.22 is less than the $\mathbf{X^2}$ critical value of 7.82 , while the calculated p vale of 0.071 is higher than the 0.05 alpha level of significance. Hence the null hypothesis which state that there is no significant relationship between marital status and the academic performance of their children is accepted. This implies that marital status does not significantly affect the academic performance of their children.

Null Hypothesis (H3): *This null hypothesis state that there is no significant relationship between Educational qualification of respondents and their children academic performance of their children*

Table 4.3.3: Chi square showing tabulation perception on relationship between Educational qualification of respondents and their children academic performance of their children

Variables	SA	A	D	SD	Total Row	X^2	Df	X^2 Critical	P (sig)
No formal educ.	10(119)	9 (104)	21(4)	13	53	9.02	3	7.82	0.007
Primary	50 (139)	100 (136)	15(5)	5(3)	170				
Secondary	80 (126)	30 (85)	20 (2)	26 (1)	156 (38)				
NCE/HND	100 (87)	40	2	4	146				
BSC	18	5	3	3	29				
MED	25	4	1	0	30				
PHD	2	0	0	0	2				
TOTAL	285	188	62	51	586				

Results of the chi square statistics test above, revealed that $\mathbf{X^2}$ calculated value of 9.02 is higher than the $\mathbf{X^2}$ critical value of 7.82 , while the calculated p value of 0.007 is less than the 0.05 alpha level of significance. Therefore the null hypothesis which states that there is no significant relationship between education of respondents and the academic performance of their children is hereby rejected. This implies that educational status has significantly affected on the academic performance of their children.

Hypothesis Two: *The null hypothesis state that There is no significant difference between Employed and Unemployed mothers perception on the impact of type of employment status on their child Academic performance in Plateau state.*

Table 4.3.4: Non parametric test of Mann-Whitney test between Employed and Unemployed mothers perception on the impact of type of employment status on their child Academic performance in Plateau state.

Justification for statistical Analysis: The test variable of Employed and Unemployed mothers perception on the impact of type of employment status on their child Academic performance in Plateau state,, is in frequency of 4 liker scale ordered options while the factor variable of type of women respondents is made of only two categories (employed and unemployed) , hence the appropriate statistical technique of Non parametric test of Mann-Whitney.

Ranks

	type of woman	N	Mean Rank	Sum of Ranks
Impact of types of employment status on child academic	Employed	280	157.66	44144.50
	Unemployed	305	417.25	127260.50
	Total	585		

Test Statistics

	Impact of types of employment status on child academic
Mann-Whitney U	4804.500
Wilcoxon W	94144.500
Z	-19.340
Sig	.000

a. Grouping Variable: type of woman

Result of theNon parametric test of Mann-Whitney test above showed the mean rankings of the employed and unemployed mothers respondents on perception of

respondents on the impact of type of employment status on their child Academic performance in Plateau. The result showed that there are significant mean differences between employed and unemployed mothers regarding their perception on impact of type of employment status on their child Academic performance in Plateau. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean attitudinal rankings were 44144.50and 127260.50 by employed and unemployed mothers'respondents respectively. This shows that status of mother has significant effect on the Academic performance of their child academic performance. Consequently, the null hypothesis which state that there is no significant difference between Employed and Unemployed mothers perception on the impact of type of employment status on their child Academic performance in Plateau state, is hereby rejected..

Hypothesis Three: *The null hypothesis state that There is no significant difference between Employed and Unemployed mothers the number of hours mothers spend on their Childs Academic work*

Table 4.3.5: Non parametric test of Mann-Whitney test between Employed and Unemployed number of hours mothers spend on their Childs Academic work..

Justification for statistical Analysis: The test variable of Employed and Unemployed mothers number of hours mothers spend on their Childs Academic work, is in frequency of 4 liker scale in ordered options while the factor variable of type of women respondents is made of only two categories (employed and unemployed mothers) , hence the appropriate statistical technique of Non parametric test of Mann-Whitney.

Ranks

	type of woman	N	Mean Rank	Sum of Ranks
number of hours mothers spend on their Childs Academic work.	Employed	280	275.40	77111.00
	Unemployed	306	310.07	94880.00
	Total	586		

Test Statistics

	number of hours mothers spend on their Childs Academic work.
Mann-Whitney U	37771.000
Wilcoxon W	77111.000
Z	-2.509
Sig.	.012

a. Grouping Variable: type of woman

Outcome of theNon parametric test of Mann-Whitney test above showed the mean rankings of the employed and unemployed mothers respondents opinion on number of hours mothers spend on their Childs Academic work. The result showed that there is

significant mean ranking differences between employed and unemployed mothers regarding their opinion on number of hours mothers spend on their Childs Academic work, This is because the calculated significant value of 0.012 is less than the 0.05 alpha value of significance. Their mean perception rankingswere 37771.00 and 77111.000 by employed and unemployed mother'srespondents respectively. This shows that unemployed mothers spend more hours on their child academic work than the employed mothers. Consequently, the null hypothesis which states that there is no significant difference between Employed and Unemployed mothers' opinion on the numbers of hours mothers spend on their child academic works in Plateau state is hereby rejected.

Hypothesis Four: *The null hypothesis state that There is no significant difference between Employed and Unemployed mothers on the strategies they used to aid their children's Academic Performance.*

Table 4.3.6: Non parametric test of Mann-Whitney test between Employed and Unemployed mothers on the strategies they used to aid their children's Academic Performance

Justification for statistical Analysis: The test variable of Employed and Unemployed mothers strategies employed to aid their Children's Academic Performance , is in frequency of 4 liker scale in ordered options while the factor variable of type of women respondents is made of only two categories (employed and unemployed mothers) , hence the appropriate statistical technique of Non parametric test of Mann-Whitney.

Ranks

	type of woman	N	Mean Rank	Sum of Ranks
Strategies used by employed and unemployed women to aid their children's Academic Performance.	Employed	280	300.30	84085.00
	Unemployed	306	287.27	87906.00
	Total	586		

Test Statistics[a]

	Strategies used by employed and unemployed women to aid their children's Academic Performance
Mann-Whitney U	40935.000
Wilcox on W	87906.000
Z	-.938
Sig	.348

a. Grouping Variable: type of woman

Result of theNon parametric test of Mann-Whitney test above showed the mean rankings of the employed and unemployed mothers respondents on Strategies used by

employed and unemployed women to aid their children's Academic Performance The result showed that there is no significant mean ranking differences between employed and unemployed mothers respondents on Strategies used by employed and unemployed women to aid their children's Academic Performance. This is because the calculated significant value of 0.348 is greater than the 0.05 alpha value of significance. Their mean rankings were 84085.00 and 87906.00 by employed and unemployed mothers respondents respectively. Consequently, the null hypothesis which state that there is no significant mean ranking difference between employed and unemployed mothers Strategies used by employed and unemployed women to aid their children's Academic Performance, is hereby accepted and retained.

4.4 The Summary of Major Findings

The following are the summary of the major findings of the study:

1. Significant differences exist in the academic performances of children from employed mothers and those from unemployed mothers. The academic performance of children of employed and unemployed mothers were 64.1798 and 53.2190 respectively. This implies that children from employed mothers significantly had higher academic performance than unemployedmother's children.
2. Both groups of women are of the opinion that full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance.
3. Both employed and unemployed women believe that effective use of time spent at home leads to higher academic performance of their children. This view attracted each of the groups' highest mean responses.
4. The employed mothers were of the strong opinion that The number of hours work determines the mother's financial strength which determines their assistance to their children's academic demands. On the other hand the unemployed women strongly believe that the more the no. of hrs mothers spend at work shift her responsibility of the home to the children which their academic performance.
5. The employed women provide every text book notebooks and writing materials for their child to aid their academic performance as strategy to aid their children education, while the strategies adopted by the unemployed women to aid their

children academic performance is teaching their children some of their school work at home.

There is significant difference in the performance of SSII students between those from employed mothers and those from unemployed mothers

6. Thereis a significant mean difference between employed and unemployed mothers regarding their perception on impact of type of employment status on their child Academic performance in Plateau.
7. There is significant mean ranking differences between employed and unemployed mothers regarding their opinion on number of hours mothers spend on their Childs Academic work.
8. There is no significant mean ranking difference between employed and unemployed mothers respondents on Strategies used by employed and unemployed women to aid their children's Academic Performance.

4.5 Discussions on Findings

The discussion is done in relation to the outcome of the research questions and research hypotheses.

Research Question 1 and Hypothesis One: Result of this research question and hypothesis revealed that significant differences exist in the academic performances of children from employed mothers and those from unemployed mothers. The academic performance of children of employed and unemployed mothers were 64.1798 and 53.2190 respectively. This implies that children from employed mothers significantly had higher academic performance than unemployedmothers' children. This outcome is not entirely surprising as many reasons could be deduced for this. The employed mothers are working and have enough money to send their children to the best schools, employ qualified lesson teachers for their children in each of the subjects and expose the child to modern equipments such as computer and internet for the total improvement of their academic performance.

Research Question 2 and Hypothesis Two: the opinion of employed and unemployed mothers on the impact of type of employment status of mothers on the academic performance of their children showed that both groups of women are of the opinion that full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance. The result of the corresponding hypothesis revealed that there is a significant mean difference between employed and unemployed mothers regarding their perception on impact of type of employment status on their child Academic performance in Plateau. The implication of this outcome showed that full employment of mothers prevent them from having adequate time to go through their

children academic performance. Due to work tight schedules, some mothers spend the whole of the day working and when they come back are too tired to check their children academic.

Research Question 3 and Hypothesis Three: Both employed and unemployed women believe that effective use of time spent at home leads to higher academic performance of their children. The employed mothers were of the strong opinion that the number of hours work determines the mother's financial strength which determines their assistance to their children's academic demands. On the other hand the unemployed women strongly believe that the more the no. of hrs mothers spend at work shift her responsibility of the home to the children which affect their academic performance. The result of the hypothesis revealed that thereis significant mean ranking differences between employed and unemployed mothers regarding their opinion on number of hours mothers spend on their Childs Academic work. These different opinions of impact of no of hours spent at home on children academic performance. The unemployed mothers had higher mean rankings than the employed women on this fact. They believe very strongly that the more hours they spend at home with their children, the more their children's academic performance.

Research Question 4 and Hypothesis Four: The employed women provide every text book notebooks and writing materials for their child to aid their academic performance. The strategies adopted by the unemployed women to aid their children academic performance is teaching their children some of their school work at home. There is no significant mean ranking difference between employed and unemployed mothers respondents on Strategies used by employed and unemployed women to aid their

children's Academic Performance. This is because the calculated significant value of 0.348 is greater than the 0.05 alpha value of significance. Their mean rankings were 84085.00 and 87906.00 by employed and unemployed mothers' respondents respectively. The mothers adopt different strategies to aid their children in their academic performance. While the employed mothers provide text books, notebooks and other materials for their children, the unemployed mothers' strategy is to teach their children some of their school work at home. However the result of the hypothesis showed that both mothers level of mean strategies is not significantly different.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter focuses on the summary of the study, drawing up conclusions and offering useful suggestions.

5.1 Summary

This study titled "influence of employed and unemployed mothers on the academic performance of their children" sought to determine the effect of mothers employment status on the academic performance of their children in SSII . Four research Objectives are to determine the opinion of mothers on the effect of mothers employment status on the academic performance of their children in SSII. The researcher uses descriptive survey design to gather 280 employed women and 306 unemployed mothers. The women are classified into two groups of employed and unemployed mothers. A pilot study was also conducted on 25 unemployed and 15 employed mothers that are not part of the main study using Cronbach reliability coefficient. The unemployed and employed mothers reliability coefficients were 0.827and 0.906 respectively while the reliability coefficient using the Pearson Product Moment Correlation for the children of unemployed and employed mothers test score reliability coefficient were 0.76 and 0.88 respectively

1. Significant differences exist in the academic performances of children from employed mothers and those from unemployed mothers. The academic performance of children of employed and unemployed mothers were 64.1798 and 53.2190 respectively.

This implies that children from employed mothers significantly had higher academic performance than unemployedmothers' children.

2. Both groups of women are of the opinion that full employment status of mothers adversely affects mother and child relationship which retards the child's academic performance.

3. Both employed and unemployed women believe that effective use of time spent at home leads 2 higher academic performances of their children. This view attracted each of the group's highest mean responses.

4. The employed mothers were of the strong opinion that the number of hours work determines the mother's financial strength which determines their assistance to their children's academic demands. On the other hand the unemployed women strongly believe that the more the no. of hrs mothers spend at work shift her responsibility of the home to the children which their academic performance.

5. The employed women provide every text book notebooks and writing materials for their child to aid their academic performance as strategy to aid their children education, while the strategies adopted by the unemployed women to aid their children academic performance is teaching their children some of their school work at home.

6. there is significant difference in the performance of SSII students between those from employed mothers and those from unemployed mothers

7. there is significant mean differences between employed and unemployed mothers regarding their perception on impact of type of employment status on their child Academic performance in Plateau..

8. There is significant mean ranking differences between employed and unemployed mothers regarding their opinion on number of hours mothers spend on their Childs Academic work.

9. There is no significant mean ranking difference between employed and unemployed mothers respondents on Strategies used by employed and unemployed women to aid their children's Academic Performance.

5.2 Conclusions

Based on the findings from this study, the following conclusions can be drawn:

Mothers should be more involved in their children academic performance not only checking their books but providing them with all school materials like textbooks, notebooks, and employing qualified lesson teachers for them in each of their subject area.

Mothers should spend productive no of hours with their children by discussing constructively with them on their academic performances.

5.3 Recommendations

The following recommendations will improve the overall effect of mothers influence on their children academic performances:

1 Mothers especially the unemployed ones should strive to have something doing to have small income to complement in buying text books and other school materials for their children academic performances.

2 Mothers should have spare time even if they are employed to discuss their children academic performances.

3. Once in a while mothers should visit their children's schools to know about their children's academic progress.

4. Mothers, whether employed or unemployed should provide regular balanced diet for their children as this will improve their mental alertness and consequently their academic performances.

5.4 Suggestions for further studies.

This study is by no means exhaustible; the following suggestions for further studies are hereby suggested:

1. This study focused on employed and unemployed mothers impact on their children academic performances, it is therefore suggested that similar studies be conducted on employed and unemployed fathers impact on their children academic performance.

2. The study concentrated on English, Mathematics and Agricultural Science subjects performances, further studies can be carried out on other subject areas in schools.

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APPENDIX A

Dept. of Voc. &Tech. Edu.
Faculty of Education
Ahmadu Bello University
Zaria.
Date:…….

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of the above mentioned University conducting a research on The Impact of Mothers' Employment Status on the Academic Performance of Students in Plateau State.

Please assist by expressing your honest opinion in providing answers to the following questions and statements on academic performance. You are assured that all information obtained shall be strictly and confidential. I therefore solicit for your maximum co-operation and contributions.

Thank you for your anticipated co-operation.

Yours sincerely,

ZakwaKangyang, D.

APPENDIX B – QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA.

Please tick [√] or fill in the corresponding box appropriate to your responses.

1. Age
   a. 16-35 ( )
   b. 35 and above ( )
2. Marital Status
   a. Married ( )
   b. Divorced/separated ( )
   c. Widow ( )
   d. Single parent ( )
3. Educational qualification
   a. No forma Education ( )
   b. Primary ( )
   c. secondary ( )
   d. NCE/HND ( )
   e. B.Sc ( )
   f. M.Ed ( )
   g. Phd ( )
4. Occupation

a. Civil servants ( )
b. Business ( )
c. Farmer ( )
d. Housewife ( )

5. What is your employment status?
   a. Full-time employment ( )
   b. Part-time employment ( )
   c. Contract employment ( )
   d. Self employed ( )

Instruction: Please indicate the appropriate response by ticking (√) the column that is most appropriate to you.

Key

Strongly Agreed (SA)
Agreed (A)
Disagreed (D)
Strongly Disagreed (SD)

SECTION B

Impact of types of employment status of working mothers on the academic performance of their children

S/N	Item Statement	SA	A	D	SD
1	Children of mothers with full employment status have low academic achievement				
2	Children of full employed mothers develop psychological stress which affects their academic achievements				
3	Self-employed mothers give quality child care which raises the social and cognitive development of children, while in school				
4	Children of part-time employed mothers have control over their environment which facilitates exploration and learning discovery				
5	Full time employed mothers often lack time to supervise and monitor their children's assignment from school which negatively affects their achievement.				
6	Full employment status of mothers adversely affects, mother and child relationship which retards the child's academic performance				
7.	Contract employment status of mothers aids in giving quality education to children				

SECTION C

Numbers of hours employed mothers spend with their children at home

S/N	Item Statement	SA	A	D	SD
8.	The more the number of hours mothers spend at work the lower the academic performance of their children.				
9.	The more the number of hours mothers spend at work, shift her responsibility of the home to the children which their academic performance.				
10.	Effective use of time spent at home leads to higher academic performance of their children.				
11.	The number of hours at home builds up mother- child relationship which helps the children academically.				
12.	The number of hours in work determines the mother's financial strength which determines their assistance to their children's academic demands.				

SECTION D

Strategies used by employed and unemployed mothers to aid their children's academic performance

S/N	Item Statement	SA	A	D	SD
13.	As a mother, I show concern about my children's grades by always checking their results.				
14.	I teach my children some of his school work at home.				
15.	I supervise the school home work (assignment) given to my child.				
16.	I provide every textbook, notebooks and writing materials for my child.				
17	I give my child balanced and adequate food at home and snacks to school.				
18	As a mother, I reinforce my child's good performance.				
19	I employed a lesson teacher to teach my child at home after school.				

APPENDIX C– RAW SCORES OF RESPONSES`

Unemployed Mothers Children

Appendix B

Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	Maths	English	$maths^2$	$English^2$	Maths&English
1	62	72	3844	5184	4464
2	72	69	5184	4761	4968
3	81	74	6561	5476	5994
4	73	64	5329	4096	4672
5	79	62	6241	3844	4898
6	83	61	6889	3721	5063
7	46	69	2116	4761	3174
8	39	63	1521	3969	2457
9	52	56	2704	3136	2912
10	62	86	3844	7396	5332
11	74	74	5476	5476	5476
12	81	60	6561	3600	4860
13	93	75	8649	5625	6975
14	80	74	6400	5476	5920
15	72	92	5184	8464	6624
16	80	65	6400	4225	5200
17	89	100	7921	10000	8900
18	68	73	4624	5329	4964
19	63	73	3969	5329	4599
20	65	98	4225	9604	6370
21	66	72	4356	5184	4752
22	61	60	3721	3600	3660
23	52	50	2704	2500	2600
24	61	56	3721	3136	3416
25	57	53	3249	2809	3021
N=25	∑X=1711	∑Y=1751	∑X2=121393	∑Y2=126701	∑XY =121271

Note: Maths and English are for the first and second tests scores of the students.

Key: Maths represents X

English represent Y

Maths&English XY.

APPENDIX D - (Statistics for finding reliability)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2)-(Y)^2)}$$

N=Number of respondents

X - is test scores at first administration

Y - is test scores at second administration

$\sum x$ - is scores at first administration is summed

$\sum y$ - is scores at second administration is summed

$\sum x^2$ - is scores at first administration is squared and summed

$\sum Y^2$ - is scores at second administration is squared and summed

$(\sum x)^2$ - is scores at first administration is summed and squared

$(\sum Y)^2$ - is scores at second administration is summed and squared

Where

N=25	∑X=1711	∑Y=1751	∑X2=121393	∑Y2=126701	∑XY=121271

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2)-(\sum Y)^2}$$

$$= \frac{25*121271 - 1711*1751}{25*(121393)^2-25*126701-(126701)^2}$$

=.7597

r=.76

Employed mothers children

Appendix B: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	Maths	English	$Maths^2$	$English^2$	Maths&English
1	47	64	2209	4096	3008
2	75	33	5625	1089	2475
3	47	59	2209	3481	2773
4	72	45	5184	2025	3240
5	72	55	5184	3025	3960
6	31	41	961	1681	1271
7	50	48	2500	2304	2400
8	69	54	4761	2916	3726
9	60	45	3600	2025	2700
10	49	54	2401	2916	2646
11	29	76	841	5776	2204
12	41	59	1681	3481	2419
13	29	53	841	2809	1537
14	38	55	1444	3025	2090
15	47	44	2209	1936	2068
N=15	∑X=756	∑Y=785	∑X2=41650	∑Y2=42585	∑XY =38517

Note: Maths and English are for the first and second tests scores of the students.

Key: Maths represents X
English represent Y
Maths&English XY.

APPENDIX (Statistics for finding reliability)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2)-(Y)^2)}$$

N=Number of respondents

X is test scores at first administration

Y is test scores at second administration

$\sum x$ is scores at first administration is summed

$\sum y$ is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

N=15	∑X=756	∑Y=785	∑X2=41650	∑Y2=42585	∑XY=38517

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2)-(\sum Y)^2}$$

$$= \frac{15*38517 - 756*785}{15*(41650)^2 - 15*42585-(42585)^2}$$

=.881

r=.88

unemployed mothers reliability

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.789	19

Item Statistics

	Mean	Std. Deviation	N
children of mothers with full employment status have low academic achievement	2.0400	.53852	25
children of full employed mothers develop psychological stress which affects their academic achievements	2.0800	.57155	25
self-employed mothers give quality care which raises d social & cognitive development of children while in school	1.9600	.35119	25
children of part-time employed mothers have control over their environment which facilitates exploration and learning discovery	1.9600	.45461	25
full time employed mothers often lack time to supervise and monitor their children's assignment frm school which nagatively affects their achievement	2.1200	.52599	25
full employment status of mothers adverserly affects mother and child relationship which retards the childs academic performance	2.0000	.28868	25
contract employment status of mother aids in giving quality education to children	2.0000	.50000	25
d mor d no. of hrs mothers spend at work d lower d academic performance of their children	3.0400	.97809	25
d more d no. of hrs mothers spend at work shift her responsibility of d home 2 d chilldren which their academic performance	3.0000	1.04083	25
effective use of time spent at home leads 2 higher academic performance of their children	3.7600	.72342	25
d no.ofhrs at home builds up mother child relationship which helps d children academically	3.0000	1.11803	25

d no.ofhrs work determines d mother's financial strength which detrmines their assisstance 2 their children's academic demands	3.7600	.72342	25
as a mother I show concern about my children's grades by always checking their results	2.9200	1.15181	25
I teach my children some of their school work at home	3.0000	1.08012	25
I supervise d school home work(assignment) given to my child	2.8800	1.05357	25
I provide every text book notebooks and writing materials 4 my child	3.6400	.90738	25
I give my child balanced and adequate food at home and snacks to school	3.0000	1.11803	25
As a mother I reinforce my chid's good performance	3.1600	.85049	25
I employ a lesson teacher to teach my child at home after school.	3.6400	.90738	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.787	1.960	3.760	1.800	1.918	.437	19

Employed mothers reliability

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.873	19

Item Statistics

	Mean	Std. Deviation	N
children of mothers with full employment status have low academic achievement	2.0667	.70373	15
children of full employed mothers develop psychological stress which affects their academic achievements	1.9333	.45774	15
self-employed mothers give quality care which raises d social & cognitive development of children while in school	2.0667	.25820	15
children of part-time employed mothers have control over their environment which facilitates exoloration and learning discovery	2.0000	.37796	15
full time employed mothers often lack time to supervise and monitor their children's assignment frm school which nagatively affects their achievement	2.2000	.67612	15
full employment status of mothers adverserly affects mother and child relationship which retards the childs academic performance	2.0000	.37796	15
contract employment status of mother aids in giving quality education to children	2.0000	.65465	15
d mor d no. of hrs mothers spend at work d lower d academic performance of their children	3.1333	.74322	15
d more d no. of hrs mothers spend at work shift her responsibility of d home 2 d chilldren which their academic performance	3.0000	.84515	15
effective use of time spent at home leads 2 higher academic performance of their children	3.6000	.91026	15
d no.ofhrs at home builds up mother child relationship which helps d children academically	3.0667	1.03280	15

d no.ofhrs work determines d mother's financial strength which detrmines their assisstance 2 their children's academic demands	3.6000	.91026	15
as a mother I show concern about my children's grades by always checking their results	2.9333	1.09978	15
I teach my children some of their school work at home	3.0667	.96115	15
I supervise d school home work(assignment) given to my child	2.8000	.86189	15
I provide every text book notebooks and writing materials 4 my child	3.6000	.91026	15
I give my child balanced and adequate food at home and snacks to school	3.0667	1.03280	15
As a mother I reinforce my chid's good performance	2.8667	.83381	15
I employ a lesson teacher to teach my child at home after school.	3.6000	.91026	15

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.768	1.933	3.600	1.667	1.862	.391	19