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Children Development Issues like Social Adjustment and Regulations of Working and Housewives Mothers

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Abstract: *The main dimension of the study was to highlight the child development issues like social adjustment and regulations of working and housewives mothers. The study was quantitative in nature, and a causal-comparative design was followed. The research study was delimited to the Punjab province of Pakistan. All the boys and girls colleges were the population of the study. Self-regulation and social adjustment scales like the Adjustment Inventory for College Students was used for the data collection. The reliability of this scale was assured at 0.84. Data were analyzed with the assistance of SPSS version 22 using descriptive and inferential statistics. The findings of the study showed that the children development issues like social adjustment and self-regulation are better upgraded and solved in the working women as compared to housewives women. The counselling and guidance workshops may be planned for a better understanding of social adjustment and regulations.*

Key Words: Child Development, Social Adjustment, Self Regulations, Working Women, Adjustment Inventory

Introduction

Becker (1985) highlighted the importance of working women in the development of the country's economy. Working women as a means of increasing the household income also play a vital role to increase the workforce of the nation. Self-regulation is highly related to emotional development. The way one behaves and acts is the reflection of his thoughts about himself. Self-regulation is the basis that differentiates humans from one another; every human being has a unique concept of self-regulation (Becker, 2014).

Gross reported (2007) that self–regulation includes all the processes involved for the regulation of mood swings, thoughts, feelings, emotions, attention, sudden responses and impulses, i.e. thrust, hunger, emotions of love, aggression, sexual arousal etc.…

According to Heckhausen et al. (2019), personality perspective can vary from person to person; therefore, the probability of success in attaining goals varies from person to person. Hence, there are individual differences that determine the behavioural responses related to goals.

Self–regulation is actually the regulation of emotions, behaviours and cognition. Therefore, self–regulations are a multidimensional concept (McClelland et al., 2010). According to McClelland and Cameron (2019), more broadly self – regulation is associated with the acquisition of knowledge. It is also linked to early language skills. Self–regulation and behaviour management help in the achievement of goals. Self–regulation essentially develops the capability of an individual to be restrained from actions and be self–disciplined self–regulations is actually a self–control behaviours, thoughts and emotions. Some previous researches reported that many scholars described self–regulation as a logical process of human feelings. This process involves personal

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goals, setting and self–analysis towards the achievement of goals (Blair & Razza, 2007).

According to Skinner's theory of behaviorism (1968), there is basically four characteristics of behaviorism, i.e. (i) Imitation, (ii) Practice, (iii) Reinforcement and (iv) Habit formation.

As Napoleon quoted, "Give me an educated mother, I shall promise you the birth of a civilized, educated nation".

A mother is a central figure of the nation of every home. She does not only guide her children but also helps them to surmount the troubles of life by being a role model for them. She is expected to equip her children with life skills so that they can be able to bear the pressures of a continuously changing world. In this era, self-regulation and social adjustment are essential skills for a child to master as they have to work in very complex and diverse situations (Berns, Laibson & Lowenstien, 2007).

In Pakistan, division of labor is quite obvious between men and women. Women are destined to bring up the children and teach them morality and important life skills while men are responsible for fulfilling the monetary requirements of the children, but when a woman decides to go against this social norm, she has to carry the extra burden by managing her job responsibilities with fulfilling her duties as a mother (Dhingra, Manhas, & Thakur, 2005). The lack of support and struggle to cope with the pressures of both arenas cause frustration in her personality that can be seen in her children personalities as well. While on the other hand, non-working mothers suffer from tediousness and worthless when their children are young, but this feeling gradually reduces as their children grow up, but as time passes and their children start to independently drive their lives as adults, husbands get busy with their careers; during this stage, they may feel aloof and frustrated.

One thing is obvious that women should control their frustration and expression over kids. They should treat their children with love, empathy and care. (Li-Grining, 2012) (Alexander & Shertty, 2014).

A comprehensive diversity of investigation literature takes resolute social adjustment as a principle of mental health, especially in preadolescence years. Factors like age group sociometry and children's social skills, is one section of social adjustment, are themes of several investigates in the communiqué period. Social adjustment is well thought-out a learning social behavior, is in accord with social and personal demands. It would be a discussion over socialization development and social connections (Rayan & Shim, 2005).

Rajan (2012) conducted a study to find out the gender differences in adjustment and emotional maturity. The sample was the B.Ed. Trainers in the Cuddlier district. He concluded that the male trainees score high on emotional home and social adjustment as compared to the female trainee. The female trainee scored high in emotional maturity than the male trainee. Regardless of the sex, both male and female trainees same on the adjustment.

Lehman et al. (1981) conducted a study to analyze the hypothesis through relating 3 sets of middle-class kids that the sensitive and social aspects of skilled children were extra comparable to their mental age (MA) fellows as compare to their chronological age (CA) fellows. The sample comprised of 48 children divided into two categories, actual cheerful (Stanford-Binet Intelligence Scale, Form L-M IQ scores = 141 – 165) 3dr grades and average-IQ 3rd and 6th grades (IQs 90-210). 40 children with a high level of anxiety age ranged from 6-13 years included as a sample. Participants were evaluated through trained evaluators, parent-reported evaluation, and both child and parent-rated performances. All of these events were completed in pre-intervention. Analysis revealed that less level of anxiety was used as the prediction of improved results suggested lowering of anxiety level positively influenced children's social and academic performance (Halpern, 2005).

Sveda (2010) studied the association between affection and individual and social adjustment. This study had the objectives to test whether intercession of separation and individuation between the relationship of safe parent affection and individual and social adjustment for a late adolescent is efficient or not in Turkish culture. The sample of the study consisted of the 642 participants aged 18-25 years studying in the university in the 1st, 3rd and 4th year. The results of the study revealed that the hypothesis of the relationship between the parental, protected attachment and personal and social adjustment

arbitrated by well disjointing and individuation was not supported.

The significant caregiver's role is a key player in the emergence of self-regulation in the early years. The child's relationship with such a person is determinant of its level of developing this skill. It may be nourished by providing positive experiences and help that encourages kids to incorporate this behavior in them. This aspect of child care ensures premium quality early childhood care (Shonkoff & Phillips 2000).

Feelings are also pivotal to understand. Emotions drive us. The origin of the word emotion lies in the Latin language. Its meaning is "to move". Basically, emotions move the behaviour in recent times; it may be said as emotions motivate us. They motivate us by involving the biological functions of neurotransmitters in the respective organs of the body. They prepare us for different situations. Irrespective of the nature of emotions like overt or covert, in conscious awareness or hidden, all emotions may be grouped in one of three motivations: (i) Approach (ii) Avoid and (iii) Attack.

Feelings are means to focus attention instead of complete action. It may be explained in a way that if you are not inclined towards something, you simply abstain from it. The emotion of interest at the unconscious level shows its presence in the form of anxiety, anticipation, a nagging hunch and excitement. Ignoring anyone whom you love and whose compassionate behavior is not shown will cause unconscious emotion of guilt. This will be expressed in terms of depression, impatience, anxiety and frustration. (Essortment, 2002). Following own motivation depicts conscious awareness about own feelings. If you are free of the feeling of how much time passed, it is the mechanism of getting interested in something. In the same way, in avoid motivation, you can avoid your loved ones and get genuinely amazed when you are charged with ignorance which happened totally in your unconscious awareness. Self-regulation is only possible when values are considered instead of feelings, as values keep you connected with reality. It gives you signals and facilitate the decision making process during self-regulation. Feelings hinder self-regulation as it magnifies, disrupts and intensify.

Throughout history, the ability of self-regulation has been sought after quality since it has positive effects on behavior and skill attainment. The attraction is the concept of self-regulation because of its long term benefits and academic outcomes sparked more research in this area. The idea of self-regulation enables learners of self-governing skills, which assist in translating task-related skills from their mental skills (Zimmerman, 2001).

It is the tool that helps learners to organize their thoughts and transform them into valuable skills. Self-regulation is a Metacognitive process that keeps track of all progress towards the goal and monitors it as well as correction of any mistakes done during the process (Berk, 2003).

The behavior under consideration must be valuable for the individual who seeks to regulate his or her own behavior. If that individual does not take the responsibility to self-regulate the behavior or does not show any interest during the whole process, then all efforts are useless. Another important thing that must be taken care of, that if the behavior itself is not rewarding, but maybe its effect and individual's perception is far more significant (Andrew, 2009). The second perspective addresses the prerequisites of target behavior which should be perceptible and measurable.

The essential aspect of studying behavior is that it must be explained precisely and without bias. Self-regulation is impossible if the target behavior is not described specifically and in detail. It is also necessary for anyone who wants to observe the progress in target behavior may be able to examine the occurrence of that behavior with ease. However, this is not a compulsion for any outside individual but for those who are administering self-regulation techniques. Harris et al. (in press) given foundation of self-regulation in four areas: self-instruction, self-monitoring, goal setting and self-reinforcement, (Zimmerman, 2001).

For students to get self-regulated, they must be aware of their thought processes and keep themselves intrinsically motivated for their own betterment in learning (Shukla, 2014).

The motivation approach is linked to optimizing each and every experience of life; either it is about learning or discovering. It adds value to the quality of attention. Emotions and behaviors can be separately identified in this approach. Emotions included in this approach are

love, compassion, interest, trust and enjoyment. Moreover, behaviors span cooperating, protection, learning, pleasing, guiding, negotiating, encouraging, relating, delighting, setting limits and influencing.

The avoid motivation delineates moving away from something. The value of attention is reduced. Various behavior included in this approach are dismissing, rejection, looking down, ignoring, and withdrawing. The attack motivation is all about destroying, devaluing, incapacitating, insulting, criticism, dominating, coercing, harming and undermining. The emotions included in this approach are abusing, anger, manipulating, contempt, disgust, bullying, threatening, demanding, harming, hatred and coercing.

Components of the executive control process are :

1. Coordination of metacognitive knowledge: it covers the regulation of cognitive and metacognitive knowledge and understanding one's own knowledge level, including thought process.
2. Planning: it can be described with careful thinking involved in chalking out a set of activities and a structured way to perform a task
3. Monitoring: keeping a continuous assessment process during the performance of any task, and evaluating its affectivity, testing and remodelling the strategies where required.
4. Failure detection – whenever there is any problem that arises during the performance of any task, detecting it and act in accordance (Jeffrey, 2006).
5. Failure correction – After the detection of the error, correcting those fumbles. Instruction of self-regulation techniques helps students with learning disabilities is successful in transforming their mental capabilities into task-related skills (Zimmerman, 2001).

Statement of the Problem

The effect of mothers' job status on self-regulation and social adjustment is needed to be investigated. The focus of the researcher is on the comparison of self-regulation and social adjustment in the children of working and non-working mothers.

Objectives of the Study

The major objective of the study is to explore child development issues like social adjustment and regulations of working and housewives mothers.

Research Question of the Study

What are the child development issues like social adjustment and regulations of working and housewives mothers?

Methods and Procedures of the Study

The present study was quantitative in nature, and a causal comparative approach was adopted to answer the research question (Gay, Mills & Airasian, 2009). All the boys and girls enrolled in colleges of Punjab province was the population of the study. The target population was all the boys and girls enrolled in colleges of the Gujranwala division. The total number of colleges registered and affiliated with BISE Gujranwala was 331 out of all 146 male colleges, and 185 female colleges were present. While out of all colleges, 111 public colleges and 220 private colleges. The researcher selected 1080 students examined and passed from part 1 via BISE Gujranwala. Out of 1080, 540 children of working women and 540 children of housewives were the sample of the study. The researcher for self-regulation and social adjustment scales like Adjustment Inventory for College Students were used as instruments for data collection. The reliability was found at 0.84; it means the tool of the study was reliable.

Ethical Considerations

Permission was taken from the concerned authorities. The participants were informed about the research, and data was collected with the willingness of participants. The participants were pre-guided. Confidentiality and anonymity were ensured.

Adjustment Inventory for College Students

The Adjustment Inventory for College Students was used in the study. It was developed by Sinha and Singh in 1971. This test was developed to recognize kids who were not behaving normally in adjustment routines. This was to identify and separate poorly adjusted kids from the normal ones. Those identified children were further studied on a psycho-diagnostic and counselling basis. This test had 5 subscales of 102 items. Social

adjustment, which is a subscale of adjustment inventory, consists of 22 items (17 to 38). Its split-half reliability was .96, and Cranach alpha .84. This subscale measured the level of social adjustment of the individual. The AICS was translated by Iram Fatima in 2012. The translated version of the adjustment inventory was used. When the individuals were in the phase of chasing their ambitions and found difficulties doing so, then this scale was mentioned to be a self-regulatory scale. These scale items reflect attention- regulation and emotion- regulation scale items as in such kind of maintenance situations; a huge amount of focus was required on the task at hand. This kept an emotional balance. Cronbach's alpha = .84. This scale consisted 10 items. It was developed by Ralf et al. (1999).

Data Analysis and Interpretation of data

Table 1. Statement about Social Adjustments

S. No	Statements related Social Adjustments	No (%)		Yes (%)		χ^2	*P*
		Girls (%)	Boys (%)	Girls (%)	Boys (%)		
1	Avoid meeting	34	44	66	56	10.43	.001
2	Shyness quality	40	46	60	54	3.104	.078
3	Ask questions from your teacher	31	37	69	63	3.39	.065
4	Organizing any social function	57	61	43	38	1.81	.178
5	Difficulty in talking among people	41	50	59	50	7.31	.007
6	Teachers favoritism	55	59	45	41	1.32	.251
7	Feel loneliness in gathering	51	59	49	41	5.74	.017
8	Feel difficulty in understanding	54	53	45	47	.100	.752
9	Answer of the question due to anxious of talking	49	56	51	44	3.85	.051
10	Cross the road	49	55	51	45	3.47	.063
11	Making friend easily.	43	38	57	62	3.32	.069
12	Anxiousness	45	38	55	62	5.77	.016
13	Conversation with strangers	39	43	61	57	1.15	.285
14	Celebration of festivals	31	25	69	75	3.28	.070
15	Hesitate	42	41	58	59	.100	.75
16	Do you often feel loneliness?	45	48	55	52	.75	.388
17	Do you avoid speaking such words which can hurt others?	30	26	70	74	2.36	.125
18	Do you ignore others feeling while achieving your objectives.	59	64	41	36	2.07	.150
19	Do you bring happiness to any boring party with your charming presence?	48	55	52	45	4.46	.035
20	Do you like to work in groups?	34	30	66	70	2.37	.123
21	Do you believe in your fellows in university?	43	49	57	51	3.74	.053
22	Do you quarrel with your class-fellows on cheap talking?	59	59	41	41	.005	.946

Table 1 responses of students about statements of social adjustment. A Chi-square test was conducted to find the difference in the number of boys and girls regarding different issues of social adjustment. There was a significant difference in the number of boys and girls to avoid meeting with friends in public places (χ^2=10.43, p=.001). More girls as compared to boys in avoiding meeting with friends in public places. There was no significant difference in the number of boys and girls to ask questions from your teacher in the classroom in organizing any social function (p>.05). There was a significant difference in the number of boys and girls to feel difficulty in talking among people (χ^2=7.31, p=.007). More girls, as compared to boys, feel

difficulty in talking among people. There was a significant difference in the number of boys and girls who feel lonely in gathering (χ^2=5.54, p=.017). More girls, as compared to boys, feel loneliness in gathering

There was no significant difference in the number of boys and girls to feel difficulty in understanding the topics in the class during the lecture, not giving the answer of the question due to anxiety of talking in the classroom and crossing the road to avoid the meeting with special personalities (p>.05). There was no significant difference in the number of boys and girls to make friends easily (p>.05). There was a significant difference in the number of boys and girls to be anxious when the teacher suddenly comes to your home (χ^2=5.77, p=.016). There was no significant difference in the number of boys and girls feeling difficulty while starting a conversation with strangers, celebrating festivals and hesitate to go into that room where some people are talking to each other (p>.05)

There was no significant difference in the number of boys and girls feel loneliness, avoided speaking such words which can hurt others and ignoring others feeling while achieving objectives (p>.05). There was a significant difference in the number of boys and girls who bring happiness to any boring party with your charming presence (χ^2 =4.46, p=.035). There was no significant difference in the number of boys and girls to do work in groups, believe in your fellows in university and quarrel with class fellows on cheap talking (p>.05).

Table 2. Univariate Analysis of Subscales of Self-Regulation Using ANOVA

Tests of Between-Subjects Effects						
Source	**Dependent Variable**	***SS***	***df***	***MS***	***F***	***P***
Mother Job Status	Managing Emotion	1144	1	1144	9.18	.003
	Maintaining Focus	2095	1	2095	15.01	<.001
Gender	Managing Emotion	458	1	458	3.67	.056
	Maintaining Focus	1469	1	1469	10.52	.001
Mother education	Managing Emotion	308	3	103	0.83	.480
	Maintaining Focus	1490	3	497	3.56	.014
Mother Job Status * Gender	Managing Emotion	294	1	294	2.36	.125
	Maintaining Focus	1812	1	1812	12.98	<.001
Mother Job Status * Mother education	Managing Emotion	784	3	261	2.09	.099
	Maintaining Focus	970	3	323	2.32	.074
Gender * Mother education	Managing Emotion	244	3	81	0.65	.581
	Maintaining Focus	75	3	25	0.18	.910
Mother Job Status * Gender * Mother education	Managing Emotion	231	2	115	0.93	.397
	Maintaining Focus	312	2	156	1.12	.328
Error	Managing Emotion	132807	1065	125		
	Maintaining Focus	148689	1065	140		
Total	Managing Emotion	3338320	1080			
	Maintaining Focus	3115152	1080			

Table 2 shows univariate analysis of subscales of Self-Regulation. The effect of mother Job Status was significant on Managing Emotion and Maintaining focus (p<.05).

The effect of gender was not significant on Managing emotion (p>.05), and the effect of gender was significant on Maintaining focus (p<.05). The effect of Mother education was not significant on Managing emotion (p>.05), and the effect of Mother education was significant on Maintaining focus (p<.05). The interaction effect of Mother Job Status * Gender was not significant on Managing emotion (p>.05), and the interaction effect of Mother Job Status * Gender was significant on Maintaining focus (p<.05). The interaction effect of Mother Job Status * Mother education, gender * Mother education and Mother Job Status * Gender * Mother education were not significant on Managing Emotion and Maintaining (p>.05).

Table 3. Univariate Analysis of Social Adjustment and Self-Regulation using Pillai's Trace

Tests of Between-Subjects Effects						
Source	**Dependent Variable**	***SS***	***df***	***MS***	***F***	***P***
Mother Job Status	Social Adjustment	2436	1	2437	13	<.001
	Self-Regulation	1584	1	1584	17	<.001
Gender	Social Adjustment	192	1	193	1	0.309
	Self-Regulation	891	1	892	10	0.002
Mother education	Social Adjustment	438	3	146	1	0.501
	Self-Regulation	728	3	243	3	0.048
Mother Job Status * Gender	Social Adjustment	14	1	14	0	0.781
	Self-Regulation	891	1	892	10	0.002
Mother Job Status * Mother education	Social Adjustment	456	3	152	1	0.484
	Self-Regulation	712	3	238	3	0.052
Gender * Mother education	Social Adjustment	1141	3	380	2	0.106
	Self-Regulation	136	3	46	0	0.686
Mother Job Status * Gender * Mother education	Social Adjustment	393	2	197	1	0.347
	Self-Regulation	258	2	129	1	0.247
Error	Social Adjustment	197969	1065	186		
	Self-Regulation	98079	1065	92		
Total	Social Adjustment	3208285	1080			
	Self-Regulation	3182000	1080			

Table 3 shows a univariate analysis of social adjustment and self-regulation using Pillai's Trace test. Results of Univariate analysis for Social Adjustment and self-regulation for Mother Job Status were significant (P<.05) and gender differences for Social Adjustment were not significant (P>.05), and gender differences for Self-Regulation were significant (P<.05). The effect of Mother Education was significant on Self-Regulation (p=.048). The effect of Mother Education was not significant on Social Adjustment (p=.501). The interaction effect of Mother Job Status * Gender was significant on Self-Regulation (p=.002). The interaction effect of Mother Job Status * Gender and Mother Job Status * Mother education was not significant on Social Adjustment and Self-Regulation (p>.05). Further, the interaction effect of Mother Job Status * Gender * Mother education was not significant on Social Adjustment and Self-Regulation (p>.05).

Table 4. Multivariate analysis of subscales of Social Adjustment using MANOVA

Effect	**Value**	***F***	***Hypothesis df***	***Error df***	***P***
Mother Job Status	.024	8.633	3	1063	<.001
Gender	.009	3.086	3	1063	.026
Mother education	.010	1.205	9	3195	.287
Mother Job Status * Gender	.004	1.559	3	1063	.198
Mother Job Status * Mother Education	.011	1.304	9	3195	.229
Mother Job Status * Mother Education	.018	2.137	9	3195	.024
Mother Job Status * Gender * Mother education	.010	1.728	6	2128	.111

The social Adjustment scale was further divided into three components, i.e. academic, social and emotional. For MANOA analysis, there was three DVI and Three IVS. The effect of Mother Job Status and Gender were significant (p<.05), and The effect of Mother education was not significant (p>.05). The interaction effect of all three IVS was not significant (p>.05) except Mother Job Status * Mother Education (p<.05).

Table 5. Univariate analysis of subscales of Social Adjustment using ANOVA

Tests of Between-Subjects Effects						
Source	**Dependent Variable**	***SS***	***df***	***MS***	***F***	***p.***
Mother Job Status	Academic	16433	1	16433	24	<.001
	Social	593	1	593	2	.162
	Emotional	829	1	829	2	.191
Gender	Academic	1023	1	1023	2	.217
	Social	174	1	174	1	.449
	Emotional	2271	1	2271	5	.031
Mother education	Academic	5301	3	1767	3	.049
	Social	509	3	170	1	.642
	Emotional	1241	3	414	1	.465
Mother Job Status * Gender	Academic	12	1	12	0	.895
	Social	717	1	717	2	.124
	Emotional	827	1	827	2	.192
Mother Job Status * Mother education	Academic	3226	3	1075	2	.187
	Social	753	3	251	1	.478
	Emotional	2815	3	938	2	.122
Gender * Mother education	Academic	10188	3	3396	5	.002
	Social	548	3	183	1	.613
	Emotional	2889	3	963	2	.114
Mother Job Status * Gender * Mother education	Academic	6460	2	3230	5	.008
	Social	30	2	15	0	.952
	Emotional	25	2	13	0	.974
Error	Academic	714822	1065	671		
	Social	322950	1065	303		
	Emotional	516032	1065	485		
Total	Academic	4326400	1080			
	Social	3472700	1080			
	Emotional	2981633	1080			

Table 5 shows a univariate analysis of subscales of social adjustment. The effect of Mother Job Status on academics is significant (P<.001), while Mother Job Status had no effect on Social and Emotional adjustment (p>.05). The effect of Gender on Academics and society was not significant (P>.05), while the effect of gender had a significant effect on Emotional adjustment (p<.031). The effect of Mother education on academics was significant (P<.05), while the effect of Mother education had no significant effect on social and emotional adjustment (p>.05).

The interaction effect of Mother Job Status * Mother education was not significant effect on academic, social and emotional (p>.05) while interaction effect of gender * Mother education was a significant effect on academic adjustment (p<.05). The interaction effect of Gender * Mother education was not significant effect on social and emotional (p>.05). The interaction effect of Mother Job Status * Gender * Mother education was not significant effect on social and emotional (p>.05). While the interaction effect of Mother Job Status * Gender * Mother education was a significant effect on academics (p<.05).

Table 6. The difference in Social Adjustment and Self-Regulation for Mother Education

	Matric		**Intermediate**		**Graduation**		**Post-Grad.**		**ANOVA**	
	M	***SD***	***M***	***SD***	***M***	***SD***	***M***	***SD***	***F***	***P***
Social Adjustment	50.82	12.49	52.86	13.30	51.62	13.36	54.29	14.86	3.61	.013
Academic	56.38	26.36	58.45	26.53	53.61	25.05	59.75	27.42	2.95	.032
Social	50.76	16.29	53.38	17.67	55.04	17.37	55.21	17.96	3.44	.016
Emotional	46.94	20.42	48.14	21.27	45.32	22.09	49.07	23.60	1.56	.197

	Matric		Intermediate		Graduation		Post-Grad.		ANOVA	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F*	*P*
Self-Regulation	51.50	9.79	52.18	10.63	53.56	10.12	54.86	9.24	6.72	.001
Managing Emotion	53.75	10.73	53.08	11.99	54.43	11.55	55.52	11.04	2.56	.054
Maintaining Focus	49.24	12.45	51.29	12.52	52.69	12.29	54.19	11.55	8.403	<.001

Table 6 shows the differences in social Adjustment and Self-Regulation for Mother Education. There was a significant effect of mother education on Social Adjustment (p<.05). There was a significant effect of mother education on academics (p<.05). There was no significant effect of mother education on Emotional and Managing emotion (p>.05). There was a significant effect of mother education on Self-Regulation and Maintaining focus (p<.05). It was hypothesized that children of working mother have no more ability to regulate their self than non-working children.

The results of the Post Hoc Tukey test show that there was a significant difference (p<.05) in Social Adjustment, Academic, Social, Self-Regulation and Maintaining Focus. The mean score of Post-Graduate Mother (M=54.29, SD=14.86) was more and significant (p<.05) than the mean score of Matric Mother on Social Adjustment (M=50.82, SD=12.49).

The mean score of Post-Graduate Mother (M=59.75, SD=27.42) was more and significant (p<.05) than the mean score of Graduate Mother on Academic Adjustment (M=53.81, SD=25.05).

The mean score of Post-Graduate Mother (M=55.21, SD=17.98) was more and significant (p<.05) than the mean score of Matric Mother on Social (M=50.76, SD=16.29).

The mean score of Post-Graduate Mother (M=55.04, SD=17.37) was more and significant (p<.05) than the mean score of Matric Mother on Social (M=50.76, SD=16.29).

The mean score of Post-Graduate Mother (M=54.29, SD=14.86) was more and significant (p<.05) than the mean score of Matric Mother on Self-Regulation (M=51.50, SD=9.79). The mean score of Post-Graduate Mother (M=54.29, SD=14.86) was more and significant (p<.05) than the mean score of intermediate Mother on Self-Regulation (M=52.18, SD=10.63). The mean score of Post-Graduate Mother (M=54.29, SD=14.86) was more and significant (p<.05) than the mean score of intermediate Mother on Self-Regulation (M=52.18, SD=10.63). The mean score of Post-Graduate Mother (M=54.19, SD=11.55) was more and significant (p<.05) than the mean score of matric Mother on Maintaining Focus (M=49.24, SD=12.45). The mean score of Post-Graduate Mother (M=54.19, SD=11.55) was more and significant (p<.05) than the mean score of Intermediate Mother on Maintaining Focus (M=51.29, SD=12.52). The mean score of Post-Graduate Mother (M=54.19, SD=11.55) was more and significant (p<.05) than the mean score of Intermediate Mother on Maintaining Focus (M=51.29, SD=12.52).

Discussions and Conclusion

According to Zimmerman (2006) self – regulation is an individual's own learning through metacognitively, behaviorally, and motivationally proactive participation in his own learning process(Ahmad, Muzaffar & Javaid, 2016).

Zimmerman and Kitsantas considered (2014) self–regulation as a person's ability to maintain behaviors and cognition. Therefore, active learning demands self-regulation and motivation by students for the achievement of goals. So self–regulation is a cyclical process that involves purposive behavioral planning, adaptation, evaluation and cognitive engagement.

Adjustment is defined as a set of behavioral and cognitive strategies which are utilized to deal with hectic situations. It is an ability for adaptation, collaboration, and compromise to cope with the environment, others and oneself (Rahmati et al., 2010).

While according to Nader-Grosbois (2013), social adjustment is the adjustment of individuals according to their social environment. Therefore, social interaction can be adjusted, others' behaviors can be perceived, predicted, controlled and adjusted. Social adjustment is based on the individual's needs and desires. Therefore, their adjustment is needed within the group they live in.

The study concluded that the interaction effect of mother job status on mother education was not significant effect on academic, social and emotional while interaction effect of gender on

mother education was a significant effect on academic adjustment. Social adjustment and self-regulation for mother job status were significant, and gender differences for social adjustment were not significant, and gender differences for self-regulation were significant. The effect of maternal education was significant on Self-Regulation. The effect of mother education did not sign on Social Adjustment.

The overall result of the study indicates that the children development issues like social adjustment and self-regulation are better flourished and promoted in the working women as compared to housewives women. The counselling and guidance workshops may be planned for a better understanding of social adjustment and regulations.

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