

**Mothers Perception on Maternal Employment
and its impact on Mother-Child Relationship and
Child's School Competence**

**Addis Ababa University
College of Education and Behavioral Studies
School of Psychology**

**By
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**May 2014
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Contents

Acknowledgement	i
<i>Abstract</i>	ii
Table of content	
Chapter One	3
1. Introduction	3
1.1 Background of the Study	3
1.2 Statement of the Problem	7
1.3 Research Questions	8
1.4 Objective of the Study	9
1.4.1. General Objective	9
1.5. Operational Definitions	9
1.6 Significance of the study	10
1.7 Scope of the Study	11
Chapter Two	12
2. Review of Literature	12
2.1 Concepts of Mother-child relationship and Child's School Competence	13
2.2 Mothers as Primary Care Givers	15
2.3 Maternal Employment and Its Impact on Mother-child relationship	16
2.3.1 Quality Time and its Impact on Mother-Child Relation	16
2.3.2 Work Related Stress and its Impact on Mother Child-Relation	17
2.3.3 Income and its Impact on Mother-child relationship	18
2.4. Maternal Employment and its Impact on Child's School Competency	18
2.4.1 Parents Involvement and Child's Competency	19
2.4.2 Home Environment and its Impact on Child Competency	20
2.4.3 Educated Working Mothers and their Impact on Child's School Competence	21
2.4.4 Empirical Studies on Impacts of Maternal Employment	21
Chapter Three	29
3. Methodology	29
3.1 Research Design	29
3.2 Study Site	29
3.3 Population	30
3.4 Sampling Technique	30
3.5 Sample Size Determination	31
3.6 Variables	31

3.7	Data Collection Instruments	32
3.7.1	Description and Types of the Tools	32
3.7.2	Pilot Study.....	34
3.8	Data Collection Procedure	34
3.9	Data analysis	35
3.10	Ethical Considerations	36
Chapter Four	.....	37
4. Results	.....	37
4.1	Results of the Study	37
4.1.1	Quantitative Results of the Study	37
4.1.2	Interview results.....	41
Chapter five	.....	58
5. Discussion	.....	58
5.1.1	Maternal employment and its impact on Mother-Child Relation	59
5.1.2	Income and its impact on mother-child relationship.....	60
5.1.3	Mothers education and its impact on mother-child relationship.....	61
5.1.4.	Maternal Employment and its impact on Children’s School Competence	61
5.1.5	Income and its impact on children’s school competence.....	62
5.1.6	Mothers education and its impact on children’s school competence.....	63
Chapter Six	.....	64
6. Summary, Conclusion and Recommendation	.....	64
6.1	Summary.....	64
6.2	Conclusion	66
6.3	Recommendations.....	66
References	68
Appendix A	75
Appendix B	85

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Abstract

This study investigated mothers' perception of the impact of maternal employment on mother-child relationship and children's school competence. The study employed mixed method research design particularly sequential explanatory design. A sample consisted of 100 mothers (50 employed and 50 none employed mothers) selected using stratified random sampling with average age of 35.86 and standard deviation of 5.7 was used. Likert type questionnaire and interview guide developed by the researcher were used to generate data. The composite scores for the dependent and independent variables were determined by computing the responses of research participants to individual items included in the questionnaire.. Frequency count was made for mothers' evaluation of their children's school competence. To test the first and the third research questions, independent sample t-test and one way ANOVA were used because the composite score determined on the dependent variable, mother-child relationship, was continuous. The mean difference between employed and non-employed mothers was analyzed using independent samples t –test whereas one way ANOVA was used to test mean difference between respondents of different educational background with regard to mother-child relationship. To test the second and fourth research questions, Chi square analysis were used. Here, frequency count was made for the dependent variable the second dependent variable, i.e., mothers' judgment of children's school competence. Qualitative data were also collected and analyzed thematically. The interviews were transcribed and coded. Themes were identified and proper analysis was made in line with them. The result of independent sample t-test and one way ANOVA revealed that there is no significant difference in mother- child relation between employed and unemployed mothers. Similarly Chi-Square result also indicates no significant difference in mothers' judgment about children's school competency between the two groups. Similarly, the qualitative data revealed that employed and non-employed mothers are not different in both mother-child relationship and in their evaluation of children's school competence. Hence, it can be concluded that maternal employment or unemployment was not a factor that plays a role in determining the nature of mother-child relationship and in children's school competence. Generally, based on the findings recommendations and suggestions were forwarded to employed and non-employed mothers themselves, schools, community based organizations (CBOs), health workers and child centers, child and youth Affairs, women's Affair and all Medias.

Chapter One

1. Introduction

1.1 Background of the Study

There has been a dramatic change in the employment arena over recent decades. There have been remarkable changes in the employment patterns of men and women, with a particularly significant increase in employment rates among mothers (Dunifon, 2013).

Women's increased involvement in the economy was the most significant change in labor markets in the past century Goldin (2006). Women now represent 39.8 % percent of the global labor force (World Bank, 2014). Similarly, mothers' employment has increased exponentially due to necessity and of course, the mother's choice. Paralleling the demographic shift in mothers' participation in the labor force, the tide of public opinion on maternal employment differed, so did the results of empirical studies (Dunifon, 2013).

Research interest in maternal employment and families has covered disciplines, with solid interest most notably from the fields of psychology, sociology, and economics. Nye and Hoffman (1963), through their publication of the edited volume "*The Employed Mother in America*" awakened the social science community to the importance of this area of study. The lively interest in this controversial topic has not ebbed. Each subsequent decade boasts of either seminal reviews (e.g., Hoffman cited in Goldberg, 2012), books on parental employment and families from scholars in a variety of disciplines. The spawning of research institutes devoted to the study of work and family or special issues of journals are all devoted to work and family (Goldberg, 2012).

Primary relationships must be those that last a life time such as with parents and deficiencies in these relationships cannot be replaced with others. Supporting the primary relationship is the key to better development of children (Bronfenbrenner cited in Paquette & Ryan, 2001).

A guide prepared by UNICEF (2006), on 'Implementing Child Rights in Early Childhood also states that, a child's survival and growth, as well as intellectual, social and emotional development, depend on the care and nurturing the child receives within the family or community. When children are brought up in a loving and supportive family environment, they are likely to manifest high levels of self-confidence and self-esteem, curiosity and the desire to learn.

Parents usually know how to fulfill the needs and rights of young children. Thus, support to the family is important. Any shared knowledge or assistance aimed at helping the family institution to prepare the child for lifelong learning is pertinent. This includes raising awareness of the importance of the involvement of both parents in the child's care and upbringing.

Mothers specifically are considered to be the primary agents of the healthy development and survival of children in the developing world. A mother is the most important person in the family. She is the one who spends a much greater time than any other person in the home with her children. Mother's advice and instruction has a very strong influence on the children's attitude, abilities and behavior. Most well-adjusted and successful children come from homes where parental attitude is favorable and a wholesome relationship exists between children and parents (Bajracharya, 2010).

According to Leslie and Paolisso, (1989), women, in developing countries, particularly mothers, have dual roles in their households as income generators and primary caregivers to their children. Because of time limitations, these roles are more often than not at odds with each other, with significant consequences for children.

Bajracharya (2010) stated that the number of women entering the labor force has risen dramatically over the past several decades, and women in the developing world have to manage the work at home and at the work place. Moreover, the consequence of the conflict in the dual responsibility of women is particularly significant for children because mothers are generally considered to be the primary agents of the healthy development and survival of children in the developing world.

Africa is known for its high rate of female labor force participation. But there are marked differences within the continent. Sub-Saharan Africa is one of two regions worldwide with the highest rates (around 60%) of women's labor force participation; the other being South East Asia (UNRISD cited in Chen, 2008).

Within sub-Saharan Africa, Burundi, Madagascar, Malawi, Mozambique and Tanzania have particularly high rates (over 80%) of women's labor force participation. On the other hand, North Africa is the region with the lowest rate (just over 20%) of women's labor force participation (Heintz&Valodia cited in Chen, 2008).

Most Ethiopian mothers are also part of this global labor force. The World Bank, (2014) data reveals that there are 47.00 % female labor forces in Ethiopia. Labor force comprises people ages

15 and older who meet the international Labor Organization's definition of the economically active population.

According to the National Employment Policy and Strategy of Ethiopia (2009), the trend of women's employment in Ethiopia also shows that women's employment has increased by 15.06% in the past five years in the country. Since mothers are the primary care takers of the family. They have a huge responsibility of raising their children, look after their family, and involve in the work force. Hence, it is also important to view maternal employment and its impact on the mother and on the child's school competence in the Ethiopian context.

In Ethiopia, the literature on the relationship between maternal employment and child's physical well-being has been examined primarily through health aspects in the context of 'nutrition' (Quisumbing 2003; Silva, 2005), "exclusive breast feeding and employed mothers", (TesfayeSetegn et al., 2012) "maternal and infant mortality", (Ethiopian Demographic and Health Survey, 2008), HIV/AIDS (Anteneh, & Habtamu, 2013), and in relation with determinants of women unemployment in Ethiopia (Mesfin Mulu, 2012). Moreover, these studies have sought to elucidate the aspects that make children vulnerable and how they could be mitigated.

Some other studies conducted on children's wellness were in the area of Conceptualization of Children and Childhood (Abdul Wasie Awan, 2007), Ethiopian Childhoods (Abebe, 2008b), Child Labor and Associated Problems in a Rural Town in South West Ethiopia (Aberra, 2003), Allocation of Children's Time Endowment between Schooling and Work in Rural Ethiopia (Admassie, 2002) and the like.

1.2 Statement of the Problem

One fundamental structure that has changed in the families of Ethiopia is the growing number of women in the labor force. Ethiopian mothers will count a fair share of this population. Besides, according to the (National Employment policy and strategy paper in Ethiopia, 2009), the trend reveals that women's employment is increasing. And thus, it is evident that a significant number of mothers will be among the women labor force. Hence, a call for a more detailed study in this area is necessary to assess the impact of this paradigm shift, where actual non-employed mothers join the work force, and/or leaving their children behind with different child care options and its consequence on the mother-child relationship and the school competence of the child in the Ethiopian context. Moreover, the employment of mothers and its impact on the mother - child relation and on the school competence of the child has proved to be a controversial issue in the other parts of the world (Goldberg, 2012). Some people agree with that a mother can establish a warm and secure relationship with her children as a mother who does not work. Others also held the contradictory belief that mothers should stay at home and raise their children rather than work for pay. Since maternal deprivation perspective conveys the sentiment that young children's cognitive, psychological, and emotional development would be harmed if the young child was separated from the mother and the mother was not present to provide continuous care for the child's physical and emotional needs (Bowlby cited in Dunifon, 2013). This topic however, controversial has received much attention by researchers and studies have been made in order to explore the best possible way to promote healthy and holistic child development.

Unlike other parts of the world, the impact of maternal employment on mother child relationship as it also pertains to the school competence of the child within the context of Ethiopia, has not been thoroughly studied or documented. Hence, the need for studies in this area is pertinent.

Therefore, in order to contribute to the enhancement of healthy child development, and in order to foster the best interest of the “Child in Ethiopia”, (in the midst of the increasing number of maternal employment), it is imperative to add the study of maternal employment and its impact on the mother-child relationship as well as the child’s school competence in the context of Ethiopia.

1.3 Research Questions

This study has also specifically tried to answer the following research questions: - All responses of the research questions are based on the perception of the mothers who participated in the study.

Quantitative research questions

Based on participants’ perception

- What is the significant mean difference of maternal employment on mother- child relation according to the participants’ perception?
- What is the significant mean difference of maternal employment on school competence of the child according to the participants’ perception?
- Is there a significant mean difference in terms of mother-child relationship on selected demographic variables (mothers’ income and mothers’ educational background) according to the participants’ perceptions?
- What is the significant mean difference of maternal employment on school competence of the child on selected demographic variables (mothers’ income and mothers’ educational background) according to the participants’ perceptions?

Qualitative research questions

Based on mothers' perception

- Given the choice between being employed or non-employed which one would enhance the mother-child relationship more?
- Does maternal employment deter activities that could enhance mother-child relationship?
- Does income improve mother-child relationship?
- Does mothers Educational background make a difference in the way employed mothers and non employed mothers provide educational support to their children and bring an impact on the children's school competence?

1.4 Objective of the Study

1.4.1. General Objective

The general objective of the study is to assess maternal employment on mother-child relationship and children's school competence as perceived by mothers.

1.4.2. Specific Objective

To assess if there is any significant mean difference among employed and non-employed mothers in regards to their mother-child relationship and the school competence of their children. Moreover, the study also assesses if there is any significant mean difference in the selected demographic variables (income & mother's educational background).

1.5. Operational Definitions

Maternal employment: Mothers who are part of the workforce and who work full day outside the house and earn wages or salaries.

Non-employed mothers: Mothers who are not part of the workforce that work outside the home but who either stay at home and raise their children or who are working at home, from home and within their home.

Mother-child relationship: The relationship between a child and a mother with its purpose being to make a child safe, secure and protected.

Healthy child development: When every area of the child's development such as; health, physical, emotional and cognitive development of the child is in good condition.

School Competence: The children's school performance and their academic achievement.

1.6 Significance of the study

As more and more mothers, who are primary care takers of children are increasingly participating in the labor force more than any other time in Ethiopia, and because of the mothers' full time engagement in their work and the long hours of separation from their children, the healthy development of the child might be compromised.

Therefore, it is pertinent that this study should be done in the Ethiopian context in order to measure the impact of maternal employment on the relationship of the mother and the child and the child's school competence as a result of the mother's employment and to foster healthy child development. Additionally, the study will serve as preliminary information to its reader on maternal employment and its impact on mother-child relationship and the school competence of the child in the Ethiopian context.

The study can also contribute in the area of raising awareness to schools, educational institutions, community based organizations, government and policy makers to give due emphasis to the issue and provide solutions through policy development and implementation, adopting best copying mechanisms and sharing them with others in order to enhance the healthy development of the child.

Further contribution of the study will be, to use it as an entry point, to initiate educational forums, written documentations and media productions to further educate the general public especially mothers about workable ways to enhance good parenting and healthy development of the child. Finally the study could be a spring board to initiate further and detailed study in the area.

1.7 Scope of the Study

The study was conducted in an Elementary School that provides first and second cycle primary education. It is located in Addis Ababa in Kirkos Sub City. The school has 280 students. The study is based on the perception of the mothers of the students learning in the school.

1.8 Delimitation of the study

The study of maternal employment and its impact on the mother-child relationship and the child's school competence is a wide and a very pertinent subject that could have a huge contribution for the healthy development of children if studied in the Ethiopian context and on a bigger sample size. However, due to the limited time and resource, it is found appropriate to delimit the study to a school in Addis Ababa known as "Cabod Elementary School" that provides first and second cycle primary education to about 280 students.

Chapter Two

2. Review of Literature

There are various empirical studies in the area supporting maternal employment and producing evidence of its positive impact on the mother – child relationship as well as the child’s school competence. There are also other studies with opposing ideas of maternal employment and supporting non-employed or non-employed motherhood producing supporting evidence of its positive impact on the mother–child relationship as well as the child’s school competence. Both studies were done from the perspective of the best interest of the child or to foster healthy child development.

Women play multiple roles in the family that affect the health and wellbeing of all family members (UNDP, 1995), In almost all societies around the world, they are assigned by custom to be the primary caregivers to infants and children. The activities carried out by women such as breastfeeding, preparing food, collecting water and fuel, and seeking preventative and curative medical care are crucial for children’s healthy development. Women also play important roles as generators of family income, whether in household farms or businesses or as wage employees. In developing countries especially, such work is likely to be essential to family survival.

According to Ara (2012), mothers’ education and work give adequate knowledge, provides essential skills and develops desirable attitude to achieve high academic performance of their children.

2.1 Concepts of Mother-child relationship and Child's School Competence

Bronfenbrenner (2001), introduced researchers into examining the family, economy, and political structures all environmental influences on the whole child's development. He looks at the child's environment in terms of its quality and context. He states that "as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. Bronfenbrenner also explains the differences in individual's knowledge, development and competencies through the support, guidance and structure of the society in which they live. According to Bronfenbrenner understanding the interactions of these ecological systems is the key in understanding how a child develops and what factors lead to the failure.

The instability and unpredictability of family life gives children little interactions with parents and other important adults in their lives and this according to Bronfenbrenner is the most destructive force to a child's development. The breakdown of a child's micro system leaves a child with no tools to explore other parts of his environment (Bronfenbrenner, 2001).

Without proper adult's supervision or love available, children look for attention in inappropriate places and these behaviors give rise to problem especially in adolescence such as little self-discipline, no self-direction and anti-social behavior Since the ecological model uses external influences, it is better able to incorporate the student's school, family, community, culture and all systems to provide a better understanding of all the factors that could be contributing to the child's healthy development (Bronfenbrenner, 2001).

Vygotsky (1978), another well-known theorist in the area of social development and education of a child, argued that cognitive functions are connected to the external (or social) world. He

viewed the child as an apprentice guided by adults and more competent peers into the social world. Vygotsky explained that children learn in a systematic and logical way as a result of dialogue and interaction with a skilled helper within *a zone of proximal development*. Another of Vygotsky's (1978) concepts for guiding learning is scaffolding, the process by which the teacher constantly changes the level of assistance given to the learner as the learning needs change.

When engaged in scaffolding, a teacher or coach is involved in every step during the initial stage of instruction. As the teacher observes the child correctly demonstrating partial mastery of the child or task the teacher provides increasingly less support, with the child eventually demonstrating independent mastery of the task or skill. Both of these constructs are important in describing how a child becomes socially competent.

The Theory of Cognitive Development focuses on the growth of intelligence from childhood to adulthood. The Swiss psychologist, Jean Piaget (Simply Psychology 2012), introduced a developmental epistemology that focused on the growth of intelligence from infancy to adulthood. Piaget's theory is influenced by the following ideas. These ideas helped Piaget to develop his basic assumptions, which form the foundation of his theory.

The first is that intelligence, like a biological system, constructs the structures it needs to function. Second, knowledge is the interaction between the individual and the environment. Third, the growth of intelligence is influenced by four factors: physical environment, social environment, maturation, and equilibration.

One of the assumptions of Piaget's cognitive development theory is interaction with one's physical and a social environment is essential for cognitive development. According to Piaget,

experimenting and manipulating physical objects is the main way children learn. For example, playing with new objects and toys are ways to develop a child's knowledge. The social environment is also critical for cognitive development.

2.2 Mothers as Primary Care Givers

According to Bronfenbrenner (cited in Paquette & Ryan, 2001), primary relationships must be those that last a life time such as with parents and deficiencies in these relationships cannot be replaced with others. Supporting the primary relationship is the key to better development of children. Digirolamo & Snyder (2008) stated that the universal role of woman as a primary caregiver and reproductive agent establishes that she becomes the support and guide of the family. A woman is her husband's social partner, the mother or grandmother who cares and nurtures her children and grandchildren, socialization agent, educator, and main person responsible for transmitting the cultural and social values with which she was raised. She is responsible for the reproduction of the species, the social family system and the family's property, as well as the health and well-being of her husband and family. Many of the health care programs, especially for children, require the involvement of women in order to access the children and be successful. For example, programs in child nutrition, immunization, and management of diarrhea or respiratory illnesses in children require that the mother or primary caregiver bring the child to a health facility for medical attention. Thus, society and the current health care system also reinforce the role of the woman as primary caregiver, providing her with additional responsibilities, and may even blame the woman if the husband or children are not receiving adequate medical care.

2.3 Maternal Employment and Its Impact on Mother-child relationship

Throughout history women have been regarded as the weaker gender, both physically and intellectually. As a result women's roles tended to center around the home and raising children. Over time women have gradually entered the workforce and have gained increasingly prestigious positions. With more women currently in the workforce than ever before, fewer children are being raised by stay-at-home mothers. (De Jong, 2009). Nurturing and caring for young children is essential. Moms must bond with their children at an early age. A mom who stays home with her children is able to share more than just time. She strengthens the connection between herself and her child. (Almani, Abro and Mugheri, 2012).

2.3.1 Quality Time and its Impact on Mother-Child Relation

Similarly, according to NICHD Early Child Care Research Network (1997) and Li-Grining and Landsdale (2006 cited in Dunifon, 2012) working women may not be able to spend much time in playing with young children; hence, this may affect adversely their psychological development. In contrast, (Bianchi et al., 2012), noted that, women working outside the home do spend less time with their children than those who do not, however, their differences are not large because employed mothers compensate their time investments, such as house work, sleep, leisure activities by spending it with their children.

According to Dunifon (2012), there are several reasons why and how maternal employment might influence children. Researchers describe that child well-being is the sum total of time and money investment by parents on children. Money is used to purchase items that are necessary for healthy development, such as school, medical care, educational toys, etc. However, time investments in Children can be seen in two categories: the amount of time spent with children,

and the quality of time that parents spend with their children. Maternal employment could be associated with each of these.

Maternal employment is also linked to time with children; if the time the mother spent in working is time that would have been spent with children, this indicates that women working outside of the home spend less time with their children than those who do not.; Moreover, It has been noted that mothers who work may lack the time to adequately breastfeed or prepare nutritious meals for their young children, or to make use of public services designed to improve child nutrition.

(Leslie, 1989; Glick, 2002; Sahn, 1998; Lamontagne et al., 1998) declared that due to the time constraints women face, their roles as care-givers and as providers of family income may conflict with one another, with potentially important implications for the welfare of children.

2.3.2 Work Related Stress and its Impact on Mother Child-Relation

When parents are working, they are influenced by the kind of occupations in the areas of their work. Kohn (1977) has found that lower-class parents look at their children's behavior with a focus on its immediate consequences and its external characteristics, whereas middle-class parents explore their children's motives and the attitudes expressed by their behavior.

Kohn interpreted these differences as connected to the characteristics associated with the level of occupation. Bronfenbrenner and Crouter (1982) reported that parents' workplaces affect their perceptions of life and the way they interact with family members. Consequently, their parenting styles reflect aspects of their work life. Again, as you watch children play, you will see

indications of these influences in their conversations, role playing, interactions, vocabulary, and perspectives.

2.3.3 Income and its Impact on Mother-child relationship

It is possible that parents from higher socioeconomic statuses parents with enough money to be comfortable while raising their families are more likely to show more warmth and affection, talk to their children more, be more democratic, be receptive to their children's opinions, and stress creativity, independence, curiosity, ambition, and self-control. Parents who are experiencing "financial strain, depression and anxiety, marital discord and disrupted parenting due to their circumstances may be harsher with, being less supportive and more detached from their children" (Ryan, Fauth, & Brooks-Gunn cited in Nagel & Allyn, 2010).

2.4. Maternal Employment and its Impact on Child's School Competency

Ara (2012) concurs that "education means the process of getting knowledge, developing the sources of knowledge and enhanced reasoning power which improve the qualities of prospective citizen of the society. The first determinant, which is the first and most important bed to nurture children, is the mother's education. Mostly new mothers do not always experience mother's love and emotions with her children immediately. Learning is gradually an unfolding experience with passage of time that can take hours, days, weeks, or possibly will take months or years old to develop in a child.

According to Ara (2012), academic achievement and performance of Children is the integration of social interaction, facilitation by parents and assistance of better educational institution. Academic performance means educational learning and achievement in schools, colleges and

universities to get certain scores, grades, ranks and promotion to the next class and to get job opportunities in future for livelihood.

2.4.1 Parents Involvement and Child's Competency

Parent involvement, refers to either (a) voluntary involvement in the school or (b) planned, goal-oriented programs of school, family, and community. Partnership that is organized and implemented to engage all parents in their children's education. The term "parent involvement" will be used to reference studies that are primarily related to voluntary involvement. The term "parent involvement program" will be used to describe purposeful programs of school, family, and community partnerships.

Parent involvement has been linked with student outcomes including increased achievement test results, a decrease in dropout rate, improved attendance, improved student behavior, higher grades, higher grade point average, greater commitment to schoolwork, and improved attitude toward school.

Research suggests that the association between school-home communication and student achievement was relatively small (Sui-Chu & Willms cited in Kettler et al., 2000) and outcomes varied to some degree by race and whether the desired outcomes were standardized scores or student grades. Grades are slightly more impacted than achievement test scores (Desimone, 1999; Kettler et al., 2000), which may be the result of parent(s) communicating with the school and/or teacher at the time grades were impacted.

McNeal (cited in Kettler et al., 2000) indicates that because school-home communication and levels of parent involvement vary by race and income level, this suggests that some groups may

feel more comfortable communicating with the school than others. This implies that parent involvement programs should develop positive communication strategies unique to the context of their own community. Parent involvement programs that review and adapt effective strategies used by schools with similar family and community background characteristics might be beneficial.

What we have learned from our review is that making a broad generalization that parent involvement results in increased student achievement clearly understates the complexity of the issue. However, a review of the literature shows that student achievement outcomes differ based on: (a) the particular component of parent involvement and whether this data was parent- or student-reported; (b) the achievement measure(s) used (e.g. achievement test scores, grades, G.P.A.); (c) the cultural or racial/ethnic groups involved; (d) the subject matter (e.g. mathematics, reading, science) being tested; (e) income levels of the parents; and (f) gender of the parents.

2.4.2 Home Environment and its Impact on Child Competency

The child's educational environment consists of the home, the classroom, the school, the community, the province, and the nation and the interactions which go on between and within these institutions (Palmer, 1967). The Widening educational environment exerts an influence of successively decreasing individual, intensity spread out over an ever widening population. This being the case, the family will exert intense influence on the young child. The family's role in the child's school success might be 'expressed through direct involvement with school and school work or it might provide a general attitudinal climate conducive to academic achievement. Conversely, the family might prove to be a Negative factor with respect to education. In either

case, the quality of the family's influence on the child's performance must be identified and evaluated before the educator can fully understand the child in the classroom.

2.4.3 Educated Working Mothers and their Impact on Child's School Competence

Ara (2012), declared that it is a universal truth that mother is a unit of reproduction and responsible to foster her children. In this global village and technological world mother's education and work should be highlighted by scholars, philosophers and social economists for further research to make contemporary or prospective role model mothers in the light of psychological theories. Accordingly, those mothers who are highly educated and working are more sensitive to their children. They focus on the point that "parents should provide attentive hands-on care to their children." Social interaction and economic assistance of educated working mothers make it possible to robust activities and academic performance of primary school children. Educated working mother is in a better position to manage more effectively a pull to work and to take care of children at home.

2.4.4 Empirical Studies on Impacts of Maternal Employment

Many studies have been conducted in this area in the other parts of the world. Some of the studied are presented in the following paragraphs.

2.4.4.1 School Competence of a Non-Employed Mother's Child

Maternal employment may also affect school performance. A study by Gennetian, Lopoo, and London, (cited in De Jong, 2009) used statistics gathered in a survey of urban mothers to assess how mothers' work affected adolescents' school performance and participation in school-related activities. They found that children of stay-at-home mothers were more likely to have above

average school performance. Children of working mothers were not more likely to perform poorly in school, but they were less likely to perform above average.

Hutner (cited in Goldberg et al., 2012) also stated that there is mostly no significant difference but found that when they occurred, achievement scores were higher among children whose mothers did not work compared with children whose mothers worked and also among children of mothers employed part time rather than full time.

Later in that same decade, Cherry and Eaton (cited in Goldberg et al., 2012) found different associations depending on the aspect of achievement under study: Children with working mothers scored lower than children whose mothers did not work but scored higher in spelling and on a formal test of achievement than children with nonworking mothers.

2.4.4.2 School Competency of an Employed Mother's Child

De Jong (2010), in her study on cognitive and behavioral effects on children did a survey on thirty-two participants (twenty-eight female, four male) ranging in age from twenty-six to fifty-nine year's old. All participants had at least one child. Participants provided information about themselves, their spouse (when applicable), and their children, as well as their and their spouse's work.

Several cognitive and behavioral differences were noted between children of working and nonworking mothers. Differences were found in school Performance and participation in extracurricular activities, and abnormal behavioral issues. The results revealed both positive and negative impacts of maternal employment. Most of the mothers in the study reported that they would have a financial challenge in the family if it would not have been for their employment.

Their children they reported would not be able to have better opportunity if they wouldn't have been provided the access through their income. Many mothers also considered themselves as positive role models to their children because of the way they handle and balance both work and home.

The working mothers reported behavioral problems with their children however, none of the home stay mothers reported back. Children of non-employed mothers also were reported to have lower performance in their schooling than the children of the non-employed mothers, while majority of the children of the working mothers were reported to have above average school performance. Moreover, children who attended out of home care were more active in participating in extracurricular activities more than children of non-employed mothers.

2.4.4.3. Meta-analysis Study on Employed and Non-employed Mothers and their Children's School Competency in Context

There was a meta-analysis study done by (Goldberg, 2012), on employed and non-employed mothers and its impact on their children's achievement. The children's achievement was measured and the result showed that effects were non-significant. Only small beneficial effects of part-time employment compared with full-time employment was seen for all achievement outcomes combined and for each individual.

2.4.4.4 A Test conducted on effects of Working Mothers and their Children's School Achievement

A Study attempting to find the Effects of Working Mothers and the Development of Children was done by Almani, Abro and Mugheri (2012), in Pakistan. The results reflected that the children of mothers staying at home and working do not have any significant difference in their school achievements. A test was conducted on children of both categories and the score

remained consistent except for the score of the girls of the mothers who work was higher than the boys. Same was true for the children of the non-employed mothers.

There was also a significant difference between the employed and unemployed mothers in the area of depression and sadness and its impact on the mother-child relationship. The non-employed mothers proved to be more susceptible to sadness and depression more than the working mothers. The researchers explained further; if a mother is sad, the children will be aware of it and get affected. This will put a strain on their relationship even if the mother is always at home.

In the case of working mothers and their relationship to the children, the participants believed that they set example for their children with reference to learning how to fulfill responsibilities, having pride in one's work and the value of being a productive and self-relying individual. All participants believed that mothers working out of home contribute to the family more than the mothers that stay at home.

The attachment between employed mothers and children is decreasing. The statement was supported by 95% of teachers, 80% of students and 98% of mothers. While defining attachment mothers stated that attachment is strong affectionate bond between mother and children. It always increases between infant and mother under normal conditions but the case of employed mother is totally different the strong attachment mostly takes place at an early period of child development but employed mothers who stay most of the day out of home makes the attachment suffer badly. In that case, separation affects the attachment the most, especially when the mother is away for a prolonged period of time and the children are kept under the care of any person

other than their mother. This repeated separation from the mother affects the relationship negatively.

2.4.4.5. Research on the Nature of Mothers' Work on Children's Schooling Outcomes

Bajracharya (2010) did a research on the nature of mothers' work on Nepali children's schooling outcomes analyzing whether the engagement of mothers (and fathers) in nonagricultural work has significant consequences for their children's school attendance and grade attainment as their parents are working in their farms. As the female labor-force participation is high in Nepal, other jobs outside agriculture proved to have significant time and income effects upon their families and children, particularly on their children's schooling, especially that of girls. Using analysis that simultaneously account for the work patterns of mothers and fathers, this study's results indicated that children of parents who both work in the nonagricultural sector are significantly more likely to have attended or currently be attending school and have higher grade attainment, compared with children whose parents work in the agriculture sector.

2.4.4.6. Educated Employed Mothers Hoist Children's School Competency

There was a study done in Pakistan by Ara, (2012) on investigating the impact of educated working mothers and educated working non mothers on the academic performance of their children. The result was that there was a significant difference between working mothers and nonworking mothers regarding monitoring of the whole activity of their child at home to increase the academic performance of children. And It was concluded that more social interaction and economic assistance of educated working mother make it possible to robust activities and academic performance of Primary school children. Educated working mother is in a better position to manage more effectively a pull to work and to take care of children at home.

2.4.4.7. Mothers Income and its Impact on Child Development

Reynolds, Callender, and Edwards (2003), researchers at South Bank University examined what the mothers felt and the effects on their family that arose because of their employment. Working mothers in the study felt that they were helping to meet the needs of their families by providing financially, but that on occasion their family relationships did suffer as a result of their employment. Many working mothers also felt that they were being good role models for their children. In addition, they felt that they highly valued what time they were able to spend with their children. Mothers informed the researchers that at times working had a negative impact on their children because after work mothers were sometimes too tired to interact as much with children as the children would have liked. Also, working sometimes got in the way of completing activities with children that mothers and children would have liked to do.

2.4.4.8. Maternal Employment and its Impact on Social Capital, Spending for Children, and Educational Activities of Children

Howling (2008), did a dissertation on three linkages through which aspects of maternal employment may affect children's lives. (1) mothers' occupational experiences and the generation of familial social capital within the home; (2) maternal income and family spending on education-related goods and services for children; and (3) mothers' labor content and labor time and children's participation in cultural and educational activities. In studying these three linkages, the researcher came across three findings. First, mothers employed in high-complexity occupations generate greater amounts of social capital than mothers who are employed in lower-complexity occupations. Second, in terms of spending on children's education the mother's share of the total family income increases. Finally, mothers' employment exerts a positive effect on children's participation in cultural and educational activities, outweighing the negative effect of

maternal work hours on children's cultural and educational participation. Taken together these results demonstrate that in the presence of specific employment experiences, maternal employment may exert a net positive effect on children's lives. In light of these findings, the researcher came up with a conclusion that states the present concerns about the potentially negative effects of maternal employment for children may be overstated.

2.4.4.9. Employed and Non Employed Mothers and the Child's Academic Performance

Uleri (2014) did a cross sectional comparative study on 200 hundred elementary school children aged 6 to 14 year's old of working and non-working women revealed by their physical growth, academic performance and psychosocial behavior. The result revealed that the effect of maternal employment on children is sometimes positive and sometimes negative. Many of the studies have compared the children of employed and unemployed mothers on child outcome measures such as indices of cognitive and socio-emotional development. The researcher stated the following Patterns in his study:

- Children of employed mothers have higher academic achievement.
- Sons of employed mothers in middle class had lower academic achievements and lower I.Q. scores than full-time non-employed mothers.
- Daughters of employed mothers were more independent, less shy, and had a higher sense of efficacy.
- Non-employed mothers have the time and ability to take care of their children much more efficiently because they spend more time looking after their children providing the warmth and emotional security that children need.

If children get attention when they are young, they are able to cope better as teenagers. But this again has its pros and cons. Some studies have revealed that children of housewives are more dependent, shy and less efficient in some spheres of life as compared to the children of working women. The researcher concluded by saying “it can be said that, it is possible to be a woman, a mother, and an achiever. Many have done it with help from their community, and others have struggled endlessly to prove the same. In today's world it is both desirable for mothers to be working, like their spouses.”

In regards to the academic performance of children of working mothers, the results showed that it was significantly better than that of non-working.

Chapter Three

3. Methodology

In this section the research design, the study site, the target population, the sample participants, the sampling procedure, instruments, data collection procedures and data analysis techniques are presented.

3.1 Research Design

This study is descriptive in its nature. A descriptive research design allows the researcher to examine the status of the variable of interest. Hence, it describes the extent to which employed and unemployed mothers differ with respect to their mother child relationship and their perception of children's school competence. Both quantitative and qualitative approaches were used for the purpose of this study.

3.2 Study Site

The study was conducted in a school known as Chabod Elementary School which is located in Kirkos Kifle Ketema, Woreda 05 around Addisu Kera in Addis Ababa. The site was selected because it had a good number of both the employed and non-employed group of mothers that the researcher was seeking for the study. There was a relatively equal target population of both employed and non-employed mothers of the students. The setting of the school and the support of the school principal to the study was reassuring for the reliability of the data collection of the study. In other words, the collaborative relationship between parents and the principal of the school enhanced the data collection process. The principal of the school was so helpful both in the administration and collection of the data collection tool.

3.3 Population

The population from which the sample of this study was obtained was employed and non-employed mothers of the students in Chabod Elementary School. The rationale for taking this school was the accessibility of the target populations with approximately equal numbers of both employed and non-employed mothers. The researcher first visited three schools (viz.) and out of these schools, it is only Chabod Elementary School which was found to have approximately equal numbers of employed and non-employed mothers. In the first School, most of the mothers were employed and in the second School, most of the mothers were non-employed. In addition, the willingness of the school to allow the researcher to conduct the study was another reason for selecting this school.

3.4 Sampling Technique

The target population from which the sample participants were selected is all the employed and non-employed mothers of the Chabod Elementary School students in Addis Ababa. There are a total of 280 employed and non-employed mothers who have children in this school. To select the participants, stratified random sampling was used. Primarily all the mothers were divided into employed and non-employed preexisting (strata). Stratified sampling can ensure that specific groups are represented even proportionally in the samples and it gives more precise information compared to other sampling techniques when the population is assumed to be heterogeneous.

Six employed and non-employed mothers were selected using purposive sampling for the in-depth interview. Four of the participants were employed mothers and two of them were non-employed. These participants were selected because they were able to communicate well and were willing to respond to all the questions taking the time it required. Four of the participants belonged to 32-38 age group. One was in the forties and the rest was in the twenties. In regards

to their educational background, all the five are degree holders and one of them is a diploma holder. The four interviewees work in different NGO's, private and government organizations. The two are non-employed mothers.

3.5 Sample Size Determination

According to Krejcie and Morgan (cited in Cohen, Manion & Morrison, 2005) for a population of size 280, a sample consists of 122 individuals is said to be adequate and representative with a margin error of 5%. Hence, a total of 122 mothers were selected (sixty one mothers from each stratum) to constitute the sample. The selection research participants from each stratum were made using lottery method.

3.6 Variables

The independent variables in this study are mother-child relationship and children's school competence. The time spent with children, the warmth, love and protection that employed and non-employed mothers provide to their children represent mother-child relationship. Children's school competence is described in terms of the way parents' judge their children's school performance.

The major independent variable in this study is maternal employment status and the satisfaction or dissatisfaction associated with it. In addition, age, educational background, income and occupation of the mothers were also considered as independent variables. The current age and income was taken for the purpose of the study.

The educational background was categorized as:

- Uneducated - Grade 9-10 Complete
- Grade 1-4 complete - Certificate and Diploma
- Grade 6-8 complete - Degree and above

Occupation was categorized as:

- Government
- Non Government
- Private
- Others

3.7 Data Collection Instruments

Under this section the description of the questionnaire and the validation of the instrument were explained.

3.7.1 Description and Types of the Tools

The instruments used in this study were structured questionnaires in the form of self-inventory reports and in-depth interview guide. These instruments were assumed to generate a comprehensive data about the variables under investigation. The self-report questionnaire will enable the researcher to get information about the perception of the respondents about the effects of their employment status on the relationship they have with their children and on children's school competence. And the in-depth interview guide provides the respondents to reflect more on the issue under study.

The self-report questionnaires were developed by the researcher for both employed and unemployed mothers. The researcher consulted literature and previous studies for developing the questionnaires. The questionnaires are essentially the same except that the wordings of four or five items are different for employed and non-employed mothers. The self-report questionnaires are Likert type scales where the respondents were asked to mark their responses on a five point scales. The first part of the instruments for both groups contained items that measure mothers

'perception of their employment status and the impact it has on their mother-child relationship, items that measure the nature of mother-child relationship, time they spent in selecting and supporting children's activities and items that measure the provision of educational support by mothers. Scale values of each item were from one to five. (1) for strongly agree, (2) for agree, (3) uncertain, (4) for disagree, and (5) for strongly disagree. The second part of the instruments contained items that measure mothers' perceptions of the academic competence of their children. Here, mothers were asked to judge their children's school performance as high, average or low. Mothers were asked to judge children's overall performance, performance in math, science, art and languages. Scores for each item were coded from 1-3 where one represented high achiever two represented average achiever and three represented low achiever. The self-report questionnaire also included items that would require the demographic characteristics of the study participants.

Then the self-report questionnaires were given to two experts for their professional judgment as to the appropriateness of the instruments for the intended purpose, whether there are items which lack clarity and to avoid the challenge in English language translation after the necessary comments were obtained from the advisor. Comments were received from experts and vague items have been corrected. Then the draft versions of the tools were made ready for piloting.

As mentioned earlier, the second tool used in this study is an in-depth interview guide. The researcher developed the interview guide so as to collect qualitative data that would triangulate the quantitative data collected through questionnaire. The interview guide was developed by consulting literature and previous works in similar studies. Comments were also collected about the appropriateness of the guide for the intended purpose from the advisor and experts who evaluated the quantitative tools.

3.7.2 Pilot Study

A pilot test was conducted to ensure that instruments are precise in terms of measuring the variables of interest. In other words, the purpose of piloting was to establish their reliability of the instruments developed by the researcher. . Twenty employed and non-employed mothers (10 from each stratum) were selected from the target population using simple random sampling because the participation of the respondents may have later influence on the actual study. Finally, the Amharic versions of the questionnaires were administered to the pilot participants by briefly explaining the instruction of each item. To test the reliability, SPSS version twenty was used and the Cronbach's reliability coefficient was computed for both tools. Cronbach alpha for employed mothers was found to be 0.836 while for non-employed mothers it was found to be 0.816.

3.8 Data Collection Procedure

A thorough discussion with the school principal took place on the way the respondent's fill out the questionnaires. An agreement was reached to distribute the questionnaire to mothers who were selected for the study at the time when they bring or take children to school or home through the teachers. The items in the questionnaires were clearly explained to make the teachers feel comfortable and know exactly what they are explaining. The researcher read the instruction to the teachers that were administering the instrument to mothers of students that were on the sample. Through the teachers the respondents were assured of privacy and were informed not to write their names or any identifying information on the questionnaires for the purpose of anonymity and were told to take the questionnaires home and bring back the next day. The teachers collected most of the questionnaires they distributed to research participants.

The completed questionnaires were collected from the teachers by the researcher and an assistant. Out of 122 questionnaires distributed, 107 questionnaires were returned. The rate of return was 87.7%. The researcher and the assistant checked each questionnaire to ensure that all items have been duly filled as required. While checking, it was noted that some of the research participants failed to properly complete the questionnaires. As a result seven questionnaires were rejected. After capturing the data, the questionnaires were kept safely for further reference.

Qualitative data were collected from six interviewees. The researcher conducted the interview by herself. Before conducting the interview, the researcher explained the purpose of the interview and attempted to get their consent. All the interviewees were willing to participate in the interview. On average, the interview took 45 to an hour with each person.

3.9 Data analysis

The questionnaires collected were entered into SPSS version 20 with the help of data clerk. The data entered were edited and cleaned if errors and omissions have occurred. Then the data were coded and tabulated. The composite scores were determined by transforming responses to individual items to the dependent and independent variables. That is, composite scores for mothers' satisfaction or dissatisfaction of their employment status and mother-child relationship. Frequency count was made for mothers' evaluation of their children's school competence. Frequency tables and graphs were used to present the data for the demographic variables.

To test the first and the third research questions, independent sample t-test and one way ANOVA were used because the composite score determined on the dependent variable, mother-child relationship, was continuous. The mean difference between employed and non-employed

mothers was analyzed using independent samples t –test whereas one way ANOVA was used to test mean difference between respondents of different educational background with regard to mother-child relationship. To test the second and fourth research questions, Chi square analysis were used. Here, frequency count was made for the dependent variable the second dependent variable, i.e., mothers' judgment of children's school competence.

Qualitative data collected were analyzed thematically. The interviews were transcribed and coded. Themes were identified and proper analysis was made in line with them.

3.10 Ethical Considerations

Before the data was collected the participants were asked for their informed consent to participate and during that data collection they were informed not to write their names to protect their privacy. This will ensure that every individual's response would be anonymous and confidential.

Chapter Four

4. Results

4.1 Results of the Study

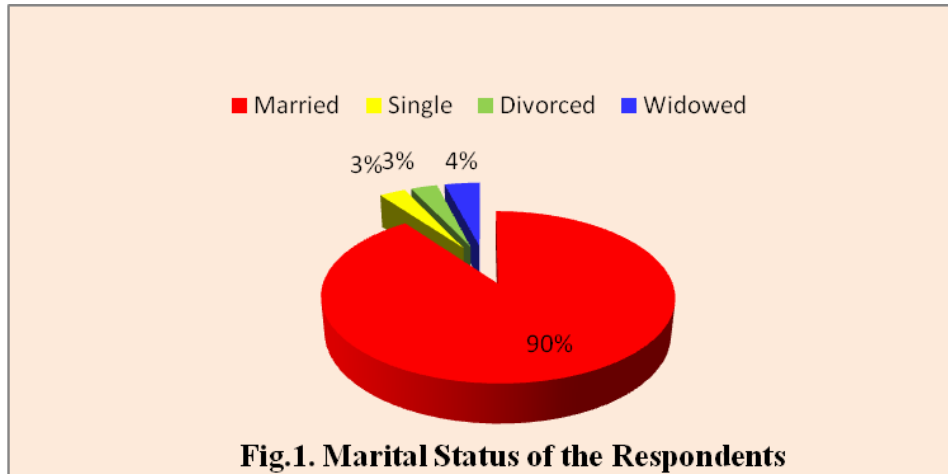
4.1.1 Quantitative Results of the Study

4.1.1.1 Demographic Characteristics of the Respondents

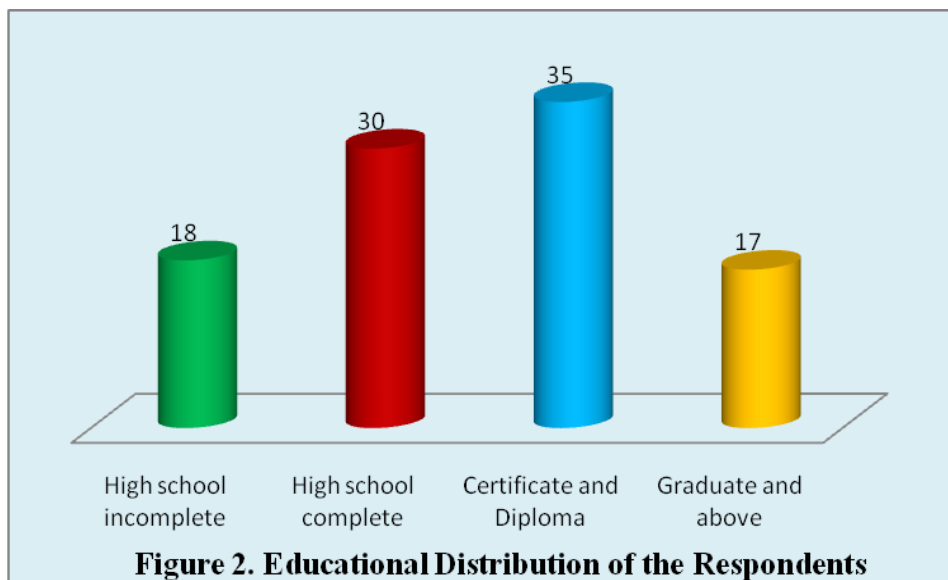
In this section the characteristics of the respondents are presented. The average age of the respondents included in this study is 35.86 with standard deviation of 5.7. The minimum and maximum ages of the respondents are 23 and 59, respectively. The result also shows that the minimum estimated monthly income of the respondents is birr 300.00 whereas the maximum is birr 25000.00. The minimum income was observed in the non-employed group while the maximum income was observed among the employed group. The median income is birr 2600.00 and the mean is birr 3305.35 with standard deviation of birr 3200.15.

When the average estimated monthly income for the two groups is examined, the study uncovered that the average estimated monthly income of employed mothers is birr 3179.70 with standard deviation of birr 3674.22 while that of non-employed is birr 3431.00 with standard deviation of 2675.61. Although the average estimated income of the non-employed appears to be larger, independent samples t – test failed to reveal statistically significant difference ($t = -0.391$, $p > 0.05$).

The study also uncovered that the majority (90%) of the respondents are married while very few percent of the respondents are either single or divorced.



Similarly, the majority (71%) of the respondents participated in the study are Orthodox Christians whereas 29% of the respondents are protestants. With regard to the educational distribution of the respondents, the study uncovered that the majority (35%) of them have either certificate or diploma. The details are given in Figure 2 below.



As depicted in the above figure, about 17% of the respondents are graduates of tertiary level educational institutions and about the same percent (18%) of the respondents have not completed their secondary education. Related to this, the study uncovered the occupational distribution of the study participants. Table 1 presents the details of the responses.

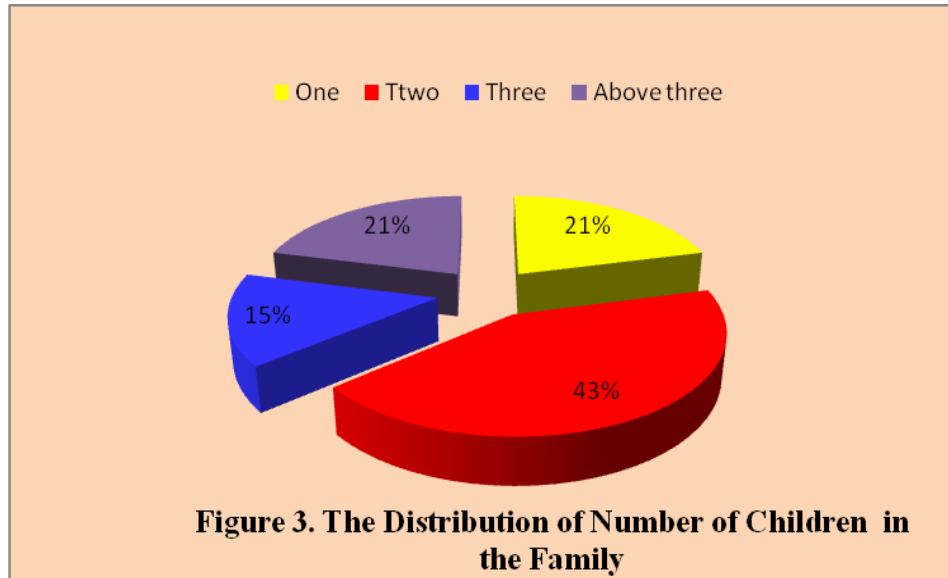
Table 1. Occupational Distribution of the Research Participants

No.	Occupation	N	%*
1.	Government institutions	12	12.0
2.	NGO	14	14.0
3.	Private organizations	22	22.0
4.	Non-employed mother	23	23.0
5.	Home-based petty trade	6	6.0
6.	Home-based private business	17	17.0
7.	Other	6	6.0
Total		100	100.0

* Please note that N and % are equal because of the number of research participants.

The proportion of non-employed mother and those working in private organizations is approximately the same. Nearly quarters (26%) of the respondents work in governmental and non governmental organizations.

The number of children that a family has was one of the variables examined in this study. The data gathered divulged that the majority of the respondents (43%) have only two children and about 15% the respondents indicated that they have three children. Figure 3 presents the details.



4.1.1.2 Impact of Maternal Employment on Mother Child Relationship

In order to determine the impact of maternal employment on mother child relationship, the perception of mother – child relationship of both employed and unemployed mothers was assessed. The composite scores on the scale that measures mother child relationship were determined and independent samples t-test was used to see if there is a statistically significant mean difference between employed and non-employed mothers. The result failed to show statistically significant difference ($t = - 0.888, p > 0.05$). This shows that being employed or unemployed has no impact on mother – child relationship as perceived by the study participants. The average composite scores for the employed and non-employed mothers are 29.50 and 30.84 with corresponding standard deviations of 6.64 and 8.35, respectively.

Further examination of the data by educational background of the respondents also failed to reveal significant difference in terms of the relationship mothers have with their children. The table below shows the summary of one way ANOVA.

Table 2. ANOVA Summary Table

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.393	3	5.798	.099	$P > 0.05$
Within Groups	5606.717	96	58.403		
Total	5624.110	99			

As the table shows, there is no difference among mothers of different educational background with regard to the relationship they have with their children.

4.1.1.3 Impact of Maternal Employment on Mother's Perception of Children's School Competence

Chi-square analysis was made to determine if there is relationship between employed and unemployed mothers with regard to their perception of children's school competence. The study also failed to reveal statistically significant difference ($\chi^2 = 6.426$, $df = 4$, $p > 0.05$) in the overall perception of children's school competence. Furthermore, the analysis made based on selected school subjects such as math, science, art and language subjects also failed to reveal statistically significant difference. In other words, there is no difference between employed and unemployed women in terms of their perception of children's school competence.

4.1.1.4 The Provision of Educational Support

The study explored whether there is difference between employed and unemployed mothers with respect to the provision of educational support to their children. Like mother child relationship and the perception of children's school competence, no significant difference was observed between the kind of educational support these mothers provided to their children ($t = 0.125$, $df = 98$, $p > 0.05$). The mean composite scores for employed and unemployed mothers are 15.56 and 15.42 with corresponding standard deviations 5.403 and 5.81, respectively. The result shows that both groups of mothers perceived the educational support they provided to children in the same way.

4.1.2 Interview results

The Qualitative data collected were analyzed thematically. The interviews were transcribed and coded. Themes were identified and proper analysis was made in line with them. Six mothers that were employed and non-employed and who had their children in school were selected using purposive sampling for the in-depth interview. Four of the participants were employed mothers and two of them were non-employed. Four of the participants belonged to 32-38 age group. One was in the forties and the rest was in the twenties. In regards to their educational background, all

the five are degree holders and one of them is a diploma holder. The four interviewees work in different NGO's, private and government organizations. The two are non-employed mothers. The qualitative data in regards to mothers' perception of maternal employment and its impact on mother-child relationship and children's school competence is as follows:

4.1.2.1 Perception of Mothers on Maternal Employment and its Impact on Mother -Child Relationship

The perception of the mothers was asked about which status would enhance the mother-child relationship more for them if given the choice between being an employed or non-employed mother.

The 34-year old working mother, with a nine years old son explained,

I enjoy working but would be happier if I had more time at home, it could be better to improve the quality of my relationship with my son. I try to do my best to have a good relationship with my son. I intentionally make an effort to listen to him and spend time with him. Sometimes I feel, being an employed mom makes me productive for an organization and not so much to myself and my family. I want to be self-employed because I do not need to be bound by any rules and regulations and I could be there to raise my child the way I want to and be available for him especially when he comes from school.

The 32-year old non-employed mother of two children, six and eight years old of age, responded by saying,

I do not want to be a full time stay-home mom for long. I think the mothers who thrive at home have a gift of being home-makers. They have a gift of giving and serving. But that is not my gift. I needed something more because I become grumpy if I have to only stay at home without any work. I need employment that doesn't completely take me away from home so, I could receive outside stimulation and still be invested at home.

The 25-year old working mother who has 5 year old son concurred,

I would rather be home with my child but not the whole day. I would like to do something besides look after my son. I will spend quality time with him and do my own work while raising him.

The 34-year old working mother with a nine years old son explained,

I would rather be a non-employed mom. I am a home- maker by nature and I would have loved to stay at home and attend to my son's needs. I want to have enough time with my child. This unfortunately is not happening now that I am working on a full time job and I miss him. At times, I work more hours and even bring work and work stress home. I feel sad for my son. He gets so irritated because I am too pre-occupied with my own world when he wants to come and relate with me.

The 38-year old working mother with a five-year old, and a two-and-half-year old son, expressed by stating,

I would choose to have a part time job where I can work part time and have enough time to be at home and look after my sons. I would have time to play with them, prepare meals for them and look after their needs, including talking and listening to them. However, I can't do that, my job is very tasking and I feel very tired by the time I come home and I can't do what I teach others to do (good parenting). When I come from work, I am too exhausted and very irritable. I cannot communicate pleasantly with my children.

The 41-year old non-employed mother with an eight and nine year old son and daughter explained,

I am happy that I am a non-employed mother. I am raising my children in the way I want and get a lot of satisfaction out of that. Even if I get a job, I would prefer it to be a job that can spare me enough time to be with my children. Now, I am at

home when they come back from school. I prepare for them their favorite food. I have time to be creative enough to organize a fun time when they come from school. One of our favorite past time is to cook together. My children love it when we cook together. We laugh a lot in those times and have fun together. My children love my cooking and it is fun to share it with them.

The 38-year old working mother with a six and three-year old son and daughter said,

It is not easy to be a non-employed parent and raise my children. I would prefer to be self-employed and work and raise my children in the way I want. I am forced to work outside the house and support my family. Given the chance though, I would like to be either self employed or part time worker to raise my children and spend enough time with them at home and practically getting to know them and relate to them as much as I wish.

When the mothers were asked what can enhance their mother child-relationship, being employed or non-employed, five out of the six stated that they would like to work, however, the kind of work they do would rather be the kind that allows them to spend enough time with their children and take care of their children closely. Two of the mothers stated that they would rather stay at home and look after their children than be employed. From this, the researcher gathers that this could indicate that the mother's focus is on having enough time to spend with their children being with them and taking care of their needs. The majority of them prefer to be employed, work on part time basis or work from home to have enough time to be with their children.

When they were asked what activities they do to enhance their relationship with their children?

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

I do all the things like cooking, baking, playing with them and have a lot of fun since children enjoy fun times. These times also give me an opportunity to see

character issues that I always work on. I read for my children the Bible and any other books. I listen to them and respond to their questions. I know how happy and content they are when we do this together.

The A 25-year old working mother who has a five year old son concurred,

Since he is a small child, I play with him and have fun. I feed him, talk to him and we have fun. That is all I can share and lots of hugs and kisses.

The 34-year old employed mother with a nine-year old son explained,

After I come from work, I make it a point to listen to my son and intentionally spend time with him and talk to him. I try to be creative to play games with him and have a lot of fun and laughter since this really builds a relationship. I make it a point to go home as early as I can make it, and attend to his needs. Cook and bake for him. Take walks with him or play games with him. We watch TV together. I try to do all that even if I am dead tired and my time with my son is shorter than what I could spend if I am not working.

A 38-year old employed mother with a five year old son and a two-and-half-year old son expressed,

Not much really, I sacrifice my social relationships just to go home and be with my children. I am too exhausted most of the time and try and make up for the time I am at work by trying to do so much. I some times end up doing the very thing I hate doing, like being frustrated and stressed. I try hard but I think I could have done better than what I am fairing right now if I had a part time job or not employed at all.

The 41-year old non-employed mother with an eight and nine year old son and daughter explained,

Well, I have all the time in the world to be creative enough to do things that will please my children. I prepare good food for them. I love sewing clothes and I sew clothes for my daughter which she loves to wear. I spend time with them watching TV having fun. I intentionally tell them that I love them and that I care about them. I listen to them and talk to them. I am happy that I am a non-employed mom. I call it a stress free motherhood.

The 38-year old employed mother with a six and three year old son and daughter said,

No, I am expected to be at work all day and then I have to go home and prepare food and attend to the children's and family's needs. I do not have much time to relate to the children. Most of the time they go to sleep before I go home.

Both the non-employed mothers were confident of the schedules and the activities they have with their children when the children come back from school. They stated that they have enough time to plan and carry out different activities with their children because they have enough time to prepare and spend with their children. However, the employed mothers except for one mother who said she doesn't have much time to relate enough with her children, the rest three stated that they intentionally make time to play and do different activities with their children sacrificing their social life and other personal or family commitments. They intentionally do this to take care of their children and develop their mother-child relationship even when they are tired and exhausted. This indicates to the researcher that even if the employed mothers are straining themselves and try to make time with their children after work they have enough activities to carry out with their children and to enhance their mother-child relationship at the cost of their social life, and personal gain.

4.1.2.2 Income and Mother-Child Relation

When they were asked on their perception on income and if they are working to earn and improve their livelihood or because they enjoy being in the work force and what impact it has on their mother-child relation?

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

I do not need to be employed to fulfill my child/children's needs. My husband is employed and he earns well, so, we do not have any financial constraints. If I work, I will want to do it because I enjoy working. I am one of the fortunate women that are provided for so, I only work on my relationship with my children which we already enjoy very much.

The 25-year old working mother who has a five-year old son concurred,

Yes it is both, sometimes I feel forced to work to fulfill the needs at home, but I enjoy my work too. If I would have a part time job then I could have had more time with my son. My work takes most of my time. However, I feel compensated that my son has better life because I use my income for better schooling, better nutrition. It gives me the confidence of providing for my child and motivates me to focus on my relationship with him and not on financial issues.

The 34-year old working Mother with a nine-year old son explained,

I have to earn and support my family so I have no choice but to work to help support my son's and my family's needs. The income I earn helps my son to have better life and schooling. But I miss my time with him and have to work hard on my relationship with him with the time left after work. I buy him toys and take him to places to have meals and enjoy together. I am glad I can afford to do that. I fill I make up for the time spent by using my income to have a good time with my child.

The 38-year old working mother with a five and a two-and-half year old sons expressed,

I am working in order to support my family. I want to provide for my sons to live and learn comfortably. To afford paying for their schooling, get them better

things, clothes educational toys and good meals. I have to work. I do not want them to lack anything good so I work. If someone will support my family, I would be more than happy to focus on building on the relationship I have with my sons.

The 41-year old non-employed mother with an eight and nine-year old son and daughter explained,

If I work, I would work for my pleasure. My husband is working and his earning supports me and my children. There is no need for me to work because we have more than enough. If not, I would have joined the work force. Now I have time for me and my children and we are enjoying it together.

The 38-year old working mother with a six and three-year old son and daughter said,

At this time, I am not satisfied. I would like to stay at home and give my kids the love they need. But, I am forced to work to meet the financial need in my family to give them better life. What satisfies me though is that I am able to make my children happy by being able to get them what they want and what I think they need. Getting my children in a good school is one of the most satisfying things for me. This gives me peace and strength to continue with my work.

When the mothers were asked about their perception on income and if it has any impact on their mother-child relation, four out of the six responded that they work in order to support their family and that they need to work and earn to provide better opportunities for their children; better schools, better nutrition and better clothing. All participants didn't have any objection against working except for working for a longer period of time at work instead of at home with their children since all the four mothers are engaged in full time work. The four participants that are employed also felt that they compensate the time spent in their work by doing special things with their children when they get the time with them. Buying toys for their children, going for meals with them, taking them to places where they and their children have fun together with the income that they earn.

From the information that the researcher gathered it seems indicative of the fact that, income, for all the six mothers is important to provide better life for the children. However, four of the mothers reflected that even though they are away from their children trying to earn their income but they fill they make up for it by spending good times with their children with the income they earn. Two of the non-employed mothers had good support from their husbands so they stated that they focus only on working on their mother-child relationship and not on earning and family income.

When they were asked what kind of a job or employment they prefer to earn their income and give them time to work on their mother-child relationship;

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

I would be happy to have a part time job where I can find time to be with my children when they come home from school. That will be the most ideal job for me. To look after them. Feed them, talk to them, listen to them and take care of them by myself.

The 25-year old working mother who has a five-year old son concurred,

If I could have a part time job, it would be nice for me and the whole family. When my son comes from school, and I attend to his needs by myself knowing how he enjoys it. I can also play with him and spend time with him looking after him talking to him and listening to him. I see his delight when he comes home from school and finds me at home! We have a great time whenever I am on leave from work.

The 38-year old working mother with a five year old son and a two-and-half-year old son expressed,

The kind of employment I would prefer is the non-employed mother's work. I would love to stay at home and raise my children, spend time with them, teach them, guide them and play and do all sorts of fun thing with them. I would cook

for them and read for them. I would love to hug them and make them know how much they are special and loved.

The 41-year old non-employed mother with an eight and nine-year old son and daughter explained,

Working from home would be my best choice. I can have time to work, yet, I can still have time to be with my children. Even working from home, I do not want it to be a stressful job. I do not want to be grumpy and destroy the joy of my children. Working from home on a less tasking job is ideal for our mother-child interaction.

The 38-year old working mother with a six and three-year old son and daughter said,

I prefer to work from home, but it is not practical in Ethiopia. My children would have benefited from my presence and motherhood by being around them. However, now I cannot do that since I am a full time worker and this could easily estrange my relationship with my son.

All the five mothers except for one who preferred to be a non-employed mother stated that they would like to earn their income by working on part-time job or working from home so that they can earn to support their family and also have enough time to spend with their children and improve their relationship with their children.

4.1.2.3 Maternal Employment and Children's School Competence

When they were asked how their child/children are doing in school?

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

My son is an average achiever. But my daughter is a high achiever. I think my son is still interested in play time more than learning.

The 25-year old working mother who has a five-year old son concurred,

My son does well in school. He is an average achiever and does well.

The 34-year old working mother with a nine-year old son explained,

My son is a high achiever. He does a great job in his education. I feel I have invested enough in his academic achievement to enjoy the fruit. I wish I can say the same about my relationship with my son.

The 38-year old working mother with a five-year old son and a two-and-half-year old son expressed,

My son is an average achiever. I know he could have been a high achiever if he could have used his potential and worked on it. He knows it, but he is not interested to make an effort. He does well when I have the time and we work together. Other times he doesn't make the effort. He would rather play and have fun with me than learn or study.

The 41-year old working non-employed mother with an eight and nine-year old son and daughter explained,

My son is doing very well in his schooling he is a high achiever. But my daughter is a different story. We struggle hard to get her a passing grade. She is a low achiever. I am at home and I do my best to encourage her and ask her teacher to help her focus.

The 38-year old working mother with a six and three-year old son and daughter said,

Both my son and daughter are average achievers. However, since I have started providing assistance, there has been evident progress in their studies.

Here the researcher has gathered that there are high, low and average achievers in both the children of the employed and non-employed mothers. Even within the same family one child is a high achiever and the other sibling is low or average achiever. Irrespective of the mother's status, the children have mixed results high, low and average. This seems to indicate that according to the participant's perception, mothers' employment or non-employment status does not seem to have an impact on the school competence of the children.

4.1.2.4 Mother's Provision of Educational Support to Children

When asked how they provide educational support to their children and follow up with their Child's/children's school work? And if they think their educational background has any effect in the way they support their children in their education.

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

I check their home-work and we have time to work on problems together. I help them in their reading and writing. I also go to school and follow up with their teachers.

The 25-year old working mother who has a five-year old son concurred,

My son is good at his schooling. I try to help him when I come from work by spending time tutoring him at home.

The 34-year old working mother with a nine-year old son explained,

Because I do not have time, I have hired him a tutor. However, I check his test papers and make time to go to school and talk to his teachers. I try to encourage him to work independently telling him how good he is and that he can succeed if he worked hard. I try to make time help him with whatever school work he needs my help besides his tutor.

The 38-year old working mother with a five-year old son and a two-and-half-year old son expressed,

If I can be honest, this is one area I invest all my energy on. I really follow up with my son's education. I monitor all his academic activities and spend time working with him after work. However tired I am, I make it a point to help him in his education. I do not know how good this is but I make it a point to invest on his education. Sometimes, I feel guilty saying to myself, "I wish I could invest on my relationship with my son than only is his educator.

The 41-year old non-employed mother with an eight and nine-year old son and daughter explained,

I have hired a tutor for them. He comes home and teaches them. Besides that I help them to read and do some of the exercises in their lessons. We have a planned schedule to do their studies in an organized manner.

The 38-year old working mother with a six and three-year old son and daughter said,

I make it a point to help them with their school work. The teachers communicate my child's weakness, strength and discipline. Even if I am exhausted after work. I try my best in helping my children by spending time and helping them in learning.

It seems all six mothers' employed and non-employed care much about their children's education and they put in extra time and resource in investing on their children's education either by hiring extra help in their tutorial after school or by tutoring them by themselves. This shows that a lot of focus and effort is put in this area by all mothers irrespective of their status (employed or non-employed) and even their educational background. It is also indicative that regardless of being employed or non-employed or educated or not educated, the mothers care enough about their children's school competence and they provide them the support in the best possible way for them.

4.1.2.5 Maternal Income and Children's School Competence

When employed mothers were asked if their income has any impact on their children's school competence.

The 32-year old non-employed mother who has a six and eight-year old girl and boy responded by saying,

I do not need to be employed to fulfill my child/children's needs. My husband is employed and he earns well, so, we do not have any financial constraints. I am fortunate for that but I work with my children on their home work and studies together with them.

The 25-year old working mother who has a five-year old son concurred,

I have to work to fulfill the needs at home, but I enjoy my work too. I use my income for better schooling, better nutrition for my son. It gives me the confidence to provide for my child. Affording to send my son to a good school will help him to have a good knowledge base. However, I have to work with him every day to help him be a good student.

The 34-year old working Mother with a nine-year old son explained,

I have to earn and support my family so I have no choice but to work to help support my son's and my family's needs. The income I earn helps my son to have better life and better schooling. I am glad I can afford to buy all the school materials that he needs and being able to afford to pay for his tutorial class after school. That is helping him to be a very good student.

The 38-year old working mother with a five and a two-and-half year old sons expressed,

I am working in order to support my family. I want to provide for my sons to live and learn comfortably. To afford paying for their schooling, get them better things, clothes educational toys and good meals. However, I spend a lot of time after work to help them in their studies.

The 38-year old working mother with a six and three-year old son and daughter said,

What satisfies me is that I am able to make my children happy by being able to get them what they want and what I think they need. Getting my children in a good school is one of the most satisfying things for me. Affording to buy educational materials and providing them with the necessary help at home.

From the responses of the participants, it has been observed that income has a great part in helping them to provide their children with good school and education. However, three of the employed mothers help their children with their studies after school at home. One employed mother hired a tutor for her child to learn after school. One employed mother tutors her children by her self and the other has hired a tutor for her children. This indicates that income by itself is not a factor to impact the school competence of the

children but the input from their mothers in supporting them also contributes to their children's school competence. On the other hand both employed and non-employed mothers assist their children in their education either by hiring tutors or teaching them by themselves. Hence, according to the mothers' perception, income by itself does not seem to have an impact on the school competence of the children.

Maternal Employment and Mother-Child Relationship

According to the participants perception in the qualitative data, maternal employment does not have a significant impact on the mother-child relationship since the employed mothers intentionally compensate their time spent on work by sacrificing their personal interest and social life and focusing on spending their free time they get after work in taking care of their children and their needs. The study therefore indicates that the employed mothers work towards enhancing their relationship with their children and that their employment does not have an impact on their mother-child relationship. There was however, only a slight impact discerned where the employed mothers indicated that they could have more time to nurture the existing mother-child relationship if they could have a part time job or work from home to spend more time with their children.

Income

The qualitative data also indicated that the selected demographic independent variable (mother's income) does not have significant difference. According to the participants' perception, mothers' income can support their children to get better opportunity for better schooling and nutrition or clothing but it does not impact the mother-child relation.

Mothers' educational background

The qualitative data also indicated that the selected demographic independent variable (mothers' educational background) according to the participants perception in the qualitative data reveals, that all the mothers, employed or non-employed, whatever their educational background, and

whatever their status, worked towards enhancing their mother-child relationship. Both the employed and non-employed reported that they strive to have quality time with their children and strengthen their mother-child relation. The employed mothers do it at the expense of their personal and social life and spend most of their free time with their children intentionally to compensate for the time spent at work.

Maternal employment and children's school competence

According to the participants' perception, there was also no significant difference in maternal employment and its impact on the children's school competence. Both the employed and non-employed mothers either tutor their children by themselves or hire tutors to support their children's education. Therefore, the study indicates that there is no significant difference between the employed mothers and non-employed mothers in regards to the impact on the school competence of the child/children.

Income and children's' school competence

In addition, the participants' perception of income and its impact on their children's school competence was that there was no significant difference observed between the employed and non-employed and the kind of impact their income has on the child/children's school competence. The income the employed mothers earn will help the children in getting to good schools and enables them to get adequate educational materials and helps them to acquire good knowledge base but cannot impact their school competence without the mother's regular follow-up mentoring and monitoring or even through personal tutoring or through hired aid.

Mothers' educational background and school competence

The qualitative data also indicated that the selected demographic independent variable (mother's educational background) have no significant difference between the employed and non-employed mothers since both employed and non-employed mothers strive to assist their children on their education at home but those who can't, have hired tutors to educate their

children. Hence, according to the mothers' perception on the study, there is no indication on the interview that showed the educational background of the mothers or the kind of educational support they provide whether employed or non-employed as having more impact on the children's school competence.

Chapter five

5. Discussion

In attempt to investigate the impact of maternal employment on mother-child relationship and children's school competence, the present study raised some research questions. This section discusses results and examines whether these results were consistent with previous findings. All responses of the research questions are based on the perception of the mothers who participated in the study.

5.1 Research questions

Quantitative

Based on participants' perception

- What is the significant mean difference of maternal employment on mother- child relation according to the participants' perception?
- What is the significant mean difference of maternal employment on school competence of the child according to the participants' perception?
- Is there a significant mean difference in terms of mother-child relationship on selected demographic variables (mothers' income and mothers' educational background) according to the participants' perceptions?
- What is the significant mean difference of maternal employment on school competence of the child on selected demographic variables (mothers' income and mothers' educational background) according to the participants' perceptions?

Qualitative

Based on participants' perception

- Given the choice between being employed or non-employed which one would enhance the mother-child relationship more?
- Does maternal employment deter activities that could enhance mother-child relationship?
- Does income improve mother-child relationship?
- Does mothers Educational background make a difference in the way employed mothers and non-employed mothers provide educational support to their children and bring an impact on the children's school competence?

5.1.1 Maternal employment and its impact on Mother-Child Relation

In order to determine the impact of maternal employment on mother child relationship, the perception of mothers both employed and unemployed mothers was assessed. In the quantitative data the composite scores on the scale that measures mother-child relationship were determined and independent samples t-test was used to see if there is a statistically significant mean difference between employed and non-employed mothers. The result failed to show any statistically significant mean difference. This indicates that being employed or non-employed has no impact on the mother – child relationship as perceived by the study participants. Moreover, the participants perception in the Qualitative data, indicated that the children of mothers staying at home and working do not have any significant difference in their mother-child relationship since the employed mothers who seem to have less time with their children intentionally compensate for their time spent on work by sacrificing their personal interest and social life and spend their free time after work in taking care of their children and enhancing their relationship

with their children. In line with this result, Bianchi et al., (2012), noted that, women working outside the home do spend less time with their children than those who do not; however, their differences are not large because employed mothers compensate their time investments, such as house work, sleep, leisure and social activities by spending it with their children.

5.1.2 Income and its impact on mother-child relationship

In the case of the impact of Income the selected demographic variable on mother-child relationship, there was no significant difference found between the employed and non-employed according to the perception of the participants. Although, in the quantitative data the average estimated income of the non-employed appears to be larger, independent samples t – test failed to reveal statistically significant difference. Moreover, the qualitative data also indicated that the selected demographic independent variable (mother's income) does not have significant difference. According to the participants' perception, mothers' income can support their children to get better opportunity for better schooling and nutrition or clothing but it does not impact the mother-child relation. In the interview the mothers expressed that the income they earn supports their family and provides better schooling, nutrition and livelihood for the children. However, the time they spend with their children and how they spend it is what impacts their mother-child relationship. Howling, S. (2008) in his dissertation on the three linkages through which aspects of maternal employment may affect children's lives stated that mothers' who are employed in high-complexity occupations generate greater amounts of social capital that may exert a positive effect on children's lives.

5.1.3 Mothers education and its impact on mother-child relationship

Further examination of the quantitative data by educational background of the respondents also failed to reveal significant difference in terms of the relationship mothers have with their children. The table below shows the summary of one way ANOVA. There was no difference among mothers of different educational background with regard to the relationship they have with their children. The qualitative data also showed that there was no significant difference between the employed and non employed mothers with whatever educational background they have in the way they relate to their children. The non-employed spend time with their children at home and the employed compensate their time at work by using all their free time to be with their children at the cost of their social and personal life.

5.1.4. Maternal Employment and its impact on Children's School Competence

Chi square analysis was made to determine if there is difference among employed and unemployed mothers with regard to their perception of children's school competence. The result of the study showed that there is no statistically significant mean difference in the overall perception of the participants on the children's school competence. The study also failed to reveal statistically significant difference in the overall perception of children's school competence. Furthermore, the analysis made based on selected school subjects such as math, science, art and language subjects also failed to reveal statistically significant difference as well. In other words, there is no difference between employed and non-employed women in terms of their perception of their children's school competence. Moreover, in the qualitative data, the mothers' perceived that there was also no significant difference in maternal employment and its impact on the children's school competence. Both the employed and non-employed mothers

either tutor their children by themselves or hire tutors to support their children's education. The children's school competence as per the mothers' perception was similar for both employed and non-employed mothers. Therefore, the study indicated that maternal employment does not seem to have any significant impact on the child/children's school competence according to the participants' perception. In support of this result, there was a meta-analysis study done by Goldberg W. (2012), on employed and non-employed mothers and its impact on their children's school competence. The children's competence was measured and the result showed that effects were non-significant. Another Study attempting to find the effects of working mothers and the development of children was done by Almani, Abro and Mugheri (2012), in Pakistan. The results reflected that the children of mothers staying at home and working do not have any significant difference in their school achievements. A test was conducted on children of both categories and the score remained consistent except for the score of the girls of the mothers who work was higher than the boys. Same was true for the children of the non-employed mothers.

5.1.5 Income and its impact on children's school competence

The quantitative data do not have any significant no significant mean difference between employed and unemployed was women in terms of their perception of children's school competence. And in the qualitative data, the participants' perception on mothers' income was that they can support their children to get better opportunity for better schooling and nutrition or clothing but that does not impact the school competence of their children. The support the mothers provide to their children is what impacts or brings about the change in the children's school competence. Both groups of mothers perceived the educational support they provided to their children in the same way. A Study attempting to find the Effects of Working Mothers and

the Development of Children was done by Almani, Abro and Mugheri (2012), in Pakistan. The results reflected that the children of mothers staying at home and working do not have any significant difference in their school achievements. A test was conducted on children of both categories and the score remained consistent except for the score of the girls of the mothers who work was higher than the boys. Same was true for the children of the non-employed mothers.

5.1.6 Mothers education and its impact on children's school competence

The quantitative study explored whether there is difference between employed and unemployed mothers with respect to the provision of educational support to their children. According to the perception of both the employed and non-employed mothers no significant difference was observed between the kinds of educational support these mothers provided to their children. The qualitative data also shows similar result. There was no significant difference between the employed and non-employed mothers in the way they support their children's education. They both assist their children either by tutoring them outside school or hiring tutors to assist them. The result shows that both groups of mothers perceived the educational support they provided to children in the same way.

Chapter Six

6. Summary, Conclusion and Recommendation

6.1 Summary

The objective of the present study was to examine the impact of maternal employment on mother-child interaction and children's school competency. To achieve this goal the following research questions were raised.

Quantitative

Based on participants' perception

- What is the significant mean difference of maternal employment on mother- child relation according to the participants' perception?
- What is the significant mean difference of maternal employment on school competence of the child according to the participants' perception?
- Is there a significant mean difference in terms of mother-child relationship on selected demographic variables (mothers' income and mothers' educational background) according to the participants' perceptions?
- What is the significant mean difference of maternal employment on school competence of the child on selected demographic variables (mothers' income and mothers' educational background) according to the participants' perceptions?

Qualitative

Based on participants' perception

- Given the choice between being employed or non-employed which one would enhance the mother-child relationship more?
- Does maternal employment deter activities that could enhance mother-child relationship?
- Does income improve mother-child relationship?
- Does mothers Educational background make a difference in the way employed mothers and non-employed mothers provide educational support to their children and bring an impact on the children's school competence?

To test the first and the third research questions, independent sample t-test and one way ANOVA were used because the composite score determined on the dependent variable, mother-child relationship, was continuous. The mean difference between employed and non-employed mothers was analyzed using independent samples t –test whereas one way ANOVA was used to test mean difference between respondents of different educational background with regard to mother-child relationship. To test the second and fourth research questions, Chi square analysis were used. Here, frequency count was made for the dependent variable the second dependent variable, i.e., mothers' judgment of children's school competence.

Qualitative data collected were analyzed thematically. The interviews were transcribed and coded. Themes were identified and proper analysis was made in line with them.

6.2 Conclusion

In examining the impact of maternal employment on mother–child relation and the child’s school competency the following conclusions were drawn based on the findings of the study.

- Mother-child relationship is unaffected by maternal employment as perceived by mothers.
- Children’s school competence is also unaffected by maternal employment as perceived by mothers.
- Selected independent variables Income and mothers’ educational background didn’t have any significant impact on both the mother –child relation and the child’s/children’s school competence.

6.3 Recommendations

Based on the results of the study, the following recommendations are forwarded:

- The impact of maternal employment on mother-child relationship and on the child’s school competence compared with the impact of the non-employed mothers is not significantly visible according to the participants’ perception in the present study. Hence, if further research taking the perception of children, school teachers and other members of the family from broader perspective is conducted, there may be a different outcome.
- If mothers can work on being creative in organizing educational follow up and fun times with their children, and keep it consistent, the outcome could be productive and enjoyable. Moreover Children can be happy with little things and mothers could have time and cost effective play times with their children without incurring much cost and taking all their time. Organizing activities for the children to do will even give the mothers’ time for themselves.

- Mothers can also educate themselves in the area of child development and what is required for a healthy child development. In Ethiopia, not much is written in the area of good parenting, and how to have fun and play with children, even something as basic as how to raise a child in the Ethiopian context.
- If education Books and different materials could be prepared on children's temperament, children's needs and good parenting by the AAU School of psychology in the Ethiopian context and in the different dialect of the country it could be foundational for the enhancement of healthy child development..
- Medias and other communication mediums could also educate mothers and the general public on the need and ways to foster healthy child development. AAU School of Psychology could have a radio or even a TV program to broadcast educational teachings and experience sharing panels and other similar programs for mothers or even for parents on different issues of good parenting and enhancement of healthy and holistic child development.
- Educational institutions for children could work in collaboration with parents and prepare different awareness raising programs for parents. (Panel discussion, parenting education and experience sharing programs).
- Part time jobs that could give mothers more time with their children could be introduced and promoted to help mothers of younger children to spend more time with their children and nurture them.
- More lobbying and advocacy work could be done in the area of policy drafting in the area of child safety and security as well as social security or support program for single mothers who can't afford to raise their children at home and who are forced to work to make ends meet.

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Appendices

Appendix A

Addis Ababa University School of Psychology Post Graduate Program

A questionnaire to be filled by employed mothers.

The objective of this questionnaire is to examine the impact of mother's employment on child relation and children's academic competence.

As part of the research you would first respond to some questions about yourself and your employment status. All questionnaires are completed anonymously. There is no need to write your name in any part of the questionnaire. Whatever information you provide will be kept strictly confidential, and will not be shared with anyone without your consent.

For the effectiveness of this study, your honest and loyal response is pertinent. Hence, I ask you to Please answer ALL the questions as truthfully as possible.

Thank you in advance for agreeing to fill out this questionnaire.

Employed mothers

Direction:

The following items are concerned with your bio-information. In some of the items you are required to write the necessary information and in others you are required to indicate your response by making a check mark (✓) in the box that best expresses your perception. Do not check more than one box per question.

7.	I have a nanny that takes care of my child/children when I am at work.					
8.	I believe quality care (day care or nanny care) and support accompanied by genuine love and care can be a substitute for my absence or when I get busy.					
9.	My job or household chores are less stressful and I have time to be with my child/children.					
10.	I carry my work and even work stress to my house and I find it hard to play or do activity with my child/children.					
11.	I believe I have enough time with my child/children.					
12.	Employment and financial security even though important are not the only guarantee for child/children's healthy development.					
13.	I believe it is not the frequency of how much time I am spending with my child/children it is how I am spending it with my child/children when I am there					
14.	I listen to my child/children and interact with them intentionally					
15.	I hug and kiss my child/children and make them know that they are loved by me					
16.	I intentionally praise and appreciate my child/children					
17.	I often try to know exactly where my child/children are and what he/she/they is/are doing when he/she/they is/are not home.					
18.	I feel that my child/children have no problem in interacting with adult figures.					
19.	My child/children has/have been judged in the school as having conduct problem while interacting with his/her/their friends.					
20.	I intentionally spend time with my child/children					
21.	I feel exhausted to play or do any activity with my child/children					
22.	I play games and do activities with my					

	child/children					
23.	I have less time to work with or supervise my child's/children's daily activities					
24.	I often take an active role in setting up activities for my child/children when he/she/they is/are not in school.					
25.	I often spend time helping my child/children develop responsible behavior.					
26.	I help my child/children with their home-work most of the time.					
27.	I have time to read books to my child/children.					
28.	I usually go to school to discuss about my child/children's academic performance with his/her/their teachers.					
29.	I usually go to school when called by the school to discuss about issues related my child/children.					
30.	I check my child/children's homework daily.					
31.	I often supervise my child/children after school time.					
32.	I usually discuss with my child/children's current school experiences.					

Part three. Perception Items

The following are items designed to get your perception of the academic performance of your child/children. Please **BE HONEST** while rating your child/children's school performance. *Please note that if you have more than three children, rate only the performances of any three children.* Indicate how much you agree or disagree with a check mark (✓) in the box on the right choice.

No.	How do you rate your child/children in terms of:	Response Categories			
		High Achiever	Average Achiever	Low Achiever	
1.	Overall academic performance?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
2.	His/her/their performance in math?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
3.	His/her/their performance in science subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
4.	His/her/their performance in art subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
5.	His/her/their performance in language subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			

Part Two. Perception Items

Mother –child relationship questionnaire Direction

By correctly reading the following sentences and by indicating how much you agree or disagree with a check mark (✓) in the box on the right choice. Do not check more than one box per question.

No	Items	Response Categories				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	I am happy I am not an employed mother but a stay home mother.					
2.	Being unemployed give me an opportunity to raise my child/children well.					
3.	My child/children is/are happy that I am unemployed.					
4.	I believe that being unemployed mother may negatively affect children’s schooling self-esteem.					
5.	Although I am a stay home mother I spend most of the time on household chores.					
6.	I have a family member that looks after my child/children when I am away or busy in household chores.					
7.	I have a nanny that takes care of my child/children when I am at work.					
8.	I believe quality care (day care or nanny care) and support accompanied by genuine love and care can be a substitute for my absence or when I get busy.					
9.	My job or household chore is less stressful and I have time to be with my child.					
10.	I carry my work and even house work stress to my family and I find it hard to play or do activity with my					

	child/children.					
11.	I believe I have enough time with my children.					
12.	Financial security even though important is not the only guarantee for child/children's healthy development.					
13.	I believe it is not the frequency of how much time I am spending with my children it is how I am spending it with my child/children when I am there					
14.	I listen to my child/children and interact with them intentionally					
15.	I hug and kiss my child/children and make them know that they are loved by me					
16.	I intentionally praise and appreciate my children					
17.	I often try to know exactly where my child/children are and what he/she/they is/are doing when he/she/they is/are not home.					
18.	I feel that my child/children have no problem in interacting with adult figures.					
19.	My child has been judged in the school as having conduct problem while interacting with his/her friends.					
20.	I intentionally spend time with my child/children					
21.	I feel exhausted to play or do any activity with my child/children					
22.	I play games and do activities with my child/children					
23.	I have less time to work with or supervise my child's/children's daily activities					
24.	I often take an active role in setting up activities for my child/children when he/she/they is/are not in school.					
25.	I often spend time helping my child/children develop responsible behavior.					
26.	I help my child/children with their home-work most of the time.					
27.	I have time to read books to my child/children.					
28.	I usually go to school to discuss about my child/children's academic performance with his/her/their teachers.					
29.	I usually go to school when called by					

	the school to discuss about issues related my child/children.					
30.	I check my child/children's homework daily.					
31.	I often supervise my child/children after school time.					
32.	I usually discuss with my child/children current school experiences.					

Part Three : Perception Items

The following are items designed to get your perception of the academic performance of your child/children. Please **BE HONEST** while rating your child/children's school performance. *Please note that if you have more than three children, rate only the performances of any three children.* Indicate how much you agree or disagree with a check mark (✓) in the box on the right choice.

No.	How do you rate your child/children in terms of:		Response Categories		
			High Achiever	Average Achiever	Low Achiever
1.	Overall academic performance?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
2.	His/her/their performance in math?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
3.	His/her/their performance in science subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
4.	His/her/their performance in art subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			
5.	His/her/their performance in language subjects?	Only Child			
		Older Child			
		Middle Child			
		Younger Child			

Interview questions

The perception of the mothers was asked in the following qualitative research questions.

- a) State which status would enhance the mother-child relationship more for you if given the choice between being an employed or non-employed mother?
- b) What activities do you do to enhance your relationship with your Children?
- c) What is your perception on income and are you working to earn and improve your livelihood or because you enjoy being in the work force and what impact did it have on your mother-child relation?
- d) What kind of a job or employment do you prefer to earn your income and give you time to work on your mother-child relationship?
- e) How is/are your child/children doing in school?
- f) How do you provide educational support to your children and follow up you're your Child/children's school work? Does your educational background have any effect in the way you support your child/children in his/her/their education?
- g) Does your income have any impact on your child/children's school competence?

Appendix B

አዲስአበባዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ክፍል

የድህረ ምረቃ ፕሮግራም

በቅጥር ሥራ ላይ ተሰማርተው በሚኖሩ እና ቶች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በቅጥር ከቤት ውጪ ስራ ላይ የሚሰማሩ ሴቶች የሥራ ተኮር ሁኔታ ከልጆቻቸው ጋር ባላቸው ግንኙነት ላይ እንዲሁም በልጆቻቸው የትምህርት ውጤታማነት ላይ ያለውን ተጽእኖ ለመመርመር የተዘጋጀ መጠይቅ ነው።

በመጠይቁ የሚሰበሰቡ መረጃዎች ቀደምት ጥናትና ምርምር ጉዳይ ብቻ የሚውል ስለሚሰጥ የሚያዘሉ ሆን ለጥናቱ ስኬታማነት የናንተ ትክክለኛና እውነተኛ ምላሾችን ልቁን ድርሻ ይይዛሉ። በመሆኑም በታማኝነትና በሀቀኝነት መጠይቁን እንድትሞሉ ልንበአክብሮት እጠይቃለሁ። መጠይቅ በሚሞላበት ጊዜ ስም መጻፍ አያስፈልግም።

ስለትብብር ዎቅድ ሚያ አመሰግናለሁ።

ክፍል አንድ፡- የተሳታፊ ዎች የግል መረጃ መጠይቆች

1. ዕድሜ

2. የጋብቻ ሁኔታ ሀ. ያገቡ ለ. ያላገቡ ሐ. አግብተው የተፈቱ

መ. አግብተው የሞተብዎ

3. ሀይማኖት -----

4. የትምህርት ደረጃ ሀ. ያልተማሩ ለ. ከ1-4 ክፍል ሐ. 5-8 ክፍል

መ. 9-10 ክፍል ሠ. ዲፕሎማ ረ. ዲግሪና ከዚያ በላይ

5. የሚሰሩበት-መስሪያቤት

ሀ. የመንግስት-ተቋም

ለ. መንግስታዊ-የልሀነት-ድርጅት

ሐ. የግል-ተቋም መ. ሌላ-ሀሳብ-ጥቅስ

6. ወርሃ-ዊያንቢ-መጠን/ብብር/

7. የልጆች-ብዛት

ክፍል-ሁለት:- የግንዛቤ-መመዘኛ-ጥያቄዎች

እናቶች-ከልጆቻቸው-ጋር-ያላቸው-ንግንኙነት-የማመለከት-መጠይቅ:-

መመሪያ:-

የሚከተሉት-ንክረ-ፍተነገሮች-እያንዳንዱ-ንክረ-ፍተነገር-በት-ክክል-በማንበብ-ምን-ያክል-እንደ-ሚስማማዎት-በ-ማመልከት-ት-ክክለኛው-መልስ-ላይ-“ ✓ ” ምልክት-ያድርጉ:-

1= በጣም-አልስማማም

4= እስማማለሁ

2= አልስማማም

5= በጣም-እስማማለሁ

3= እርግጠኛ-አይደለሁም

ተ.ቁ	ጥያቄዎች	አማራጭ መልሶች				
		1	2	3	4	5
1	ከሠራተኛው ሃይል ውስጥ በመካተቱ በጣም ደስተኛነት					
2	የቅጥር ሠራተኛ ብቻ ነምልጄን /ልጆቼን/ በጥሩ ሁኔታ ማሳደግ እንደምችል አምናለሁ					
3	ልጄ /ልጆቼን/ በሥራ ጣም ደስተኛነት /ናቸው					
4	ሠሰር ጥያቄዎችን ለማሟላት ሥራ ላይ ተኩረት ማድረግ አለብኝ ምንም እንኳን ሥራ ላይ ስሜን ለማሳደግ አምናለሁ።					
5	በሥራ ጣም ደስተኛነት ላይ ለማድረግ ሥራ ላይ ተኩረት ማድረግ አለብኝ					
6	ሥራ በሚሰጠው ወይም በማሳደግ ሥራ ላይ ተኩረት ማድረግ አለብኝ					
7	ሥራ በማድረግ ሥራ ላይ ተኩረት ማድረግ አለብኝ					
8	በማሳደግ ሥራ ላይ ተኩረት ማድረግ አለብኝ					
9	በመሥሪያ ቤት ሥራ ላይ ተኩረት ማድረግ አለብኝ					
10	ከሥራ ጣም ደስተኛነት ላይ ለማድረግ ሥራ ላይ ተኩረት ማድረግ አለብኝ					
11	ከቢሮ መልስ ስራ ላይ ተኩረት ማድረግ አለብኝ					
12	ሥራ ላይ ተኩረት ማድረግ አለብኝ					
13	ዋና ዋና ክፍሎች ላይ ተኩረት ማድረግ አለብኝ					
14	ከልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
15	ልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
16	ልጄን /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
17	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					
18	ልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
19	ከልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
20	ሥራ ላይ ተኩረት ማድረግ አለብኝ					
21	ከልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					

የትምህርት ንድጋፍ የሚመለከት መጠይቅ

ተ.ቁ	ጥያቄዎች	አማራጭ መልሶች				
		1	2	3	4	5
22	ልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
23	ልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
24	ከልጄ /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
25	ልጄን /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
26	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					
27	ልጄን /ልጆቼን/ ላይ ተኩረት ማድረግ አለብኝ					
28	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					
29	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					
30	ቀን በቀን ላይ ተኩረት ማድረግ አለብኝ					
31	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					
32	ብዙ ጊዜ ላይ ተኩረት ማድረግ አለብኝ					

ክፍል ሶስት:- የልጆች አቅም መለኪያ መጠይቅ

መመሪያ:-

የሚከተሉትን ጥያቄዎች የእርስዎን ስለልጅዎ /ልጆችዎ ትምህርታዊ አቅም ያለዎትን ግንዛቤ ለመለካት የተዘጋጁ ሲሆን አማራጭ መልሶቹን በመመልከት ጥያቄዎቹን “ ”

በማድረግ ይሙሉ። አንድ ልጅ ብቻ ካልዎት የመጀመሪያ ልጅ የሚለውን ብቻ ይሞላሉ። ከሶስት ልጆች በላይ

ካለዎት የሶስቱን ልጆች ትምህርታዊ አቅም ብቻ ይሞላሉ። በተጨማሪም ልጆቻዎ ወንድ ከሆነ በሚለው አቅጣጫ፤ ሴት ከሆነች ”ሴ” በሚለው አቅጣጫ የ “ ✓ ” ምልክት ያድርጉ።

“ወ”

ተ. ቁ	ጥያቄ			ከፍተኛ ደስመዘግ ባል/ለች	መካከለኛ ደስመዘግ ባል/ለች	ዝቅተኛ ደስመዘግ ባል/ለች
1	የልጅዎ/ልጆቹዎ አጠቃላይ ትምህርታዊ ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
2	በሂሳብ ትምህርት ያለው/ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
3	በተፈጥሮ ሳይንስ ትምህርት ያለው/ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
4	በህብረተሰብ ሳይንስ ትምህርት ያለው/ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
5	በቋንቋ ትምህርት ያለው/ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			

አዲስአበባዩኒቨርሲቲ
የሳይክሎጂ ትምህርት ክፍል
የድህረ ምረቃ ፕሮግራም

ሥራ የሌላቸው የቤት እመቤቶቻቸው ይንምባቤት ወስጥሆነው በሚሠሩ እና ቶች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ ሥራ የሌላቸው የቤት እመቤቶቻቸው ይንምባቤት ወስጥሆነው የሚሠሩ እና ቶች የሰራቸው ሁኔታ ከልጆቻቸው ጋር ባላቸው ግንኙነት ላይ እንዲሁም በልጆቻቸው የትምህርት ውጤታማነት ላይ ያለውን ተጽእኖ ለመመርመር የተዘጋጀ መጠይቅ ነው። በመጠይቁ የሚሰበሰበው መረጃ ለታቀደለት ጥናትና ምርምር ጉዳይ ብቻ የሚውል ስለሚሰጥ ሲሆን ለጥናቱ ስኬታማነት የናንተ ትክክለኛና እውነተኛ ምላሾች ትልቁን ድርሻ ይይዛሉ። በመሆኑም በታማኝነትና በሀቀኝነት መጠይቁን እንድትሞሉ ልንበአክብሮት እጠይቃለሁ። መጠይቅ በሚሞላበት ጊዜ ስም መጻፍ አያስፈልግም።

ስለ ትብብር ደብዳቤ ማረጋገጫ አመሰግናለሁ።

ክፍል አንድ:- የተሳታፊዎች የግል መረጃ መጠይቆች

1. ዕድሜ _____
2. የጋብቻ ሁኔታ _____
3. ሀይማኖት _____
4. የትምህርት ደረጃ _____
5. በሠራተኛው ግብረ ኃይል ካልተሠማሩ የሥራዎች አይነት ምንድን ነው?
 - የቤት እመቤት
 - ከቤት ውስጥ የሚካሄድ ጥቃቅን ገንግድ
 - በቤት የሚሠራ የግል ሥራ
 - ሌሎች ካሉ ይግለጹ።
6. የወር ሃዋያ ገቢ መጠን በብር _____
7. የልጆች ብዛት _____

ክፍል ሁለት:- የግንዛቤ መመዘኛ ጥያቄዎች

እና ቶች ከልጆቻቸው ጋር ያላቸው ግንኙነት የማመለከት መጠይቅ:-

መመሪያ፡-

የሚከተሉትን አረፍተኛ ጥያቄዎች እያንዳንዱን አረፍተኛ በትክክል በማንበብ ምን ያክል እንደሚስማማዎት በማመልከት ትክክለኛው መልስ ላይ “ ✓ ” ምልክት ያድርጉ።

- 1= በጣም አልስማማም 4= እስማማለሁ
- 2= አልስማማም 5= በጣም እስማማለሁ
- 3= እርግጠኛ አይደለሁም

ተ.ቁ	ጥያቄዎች	አማራጭ መልሶች				
		1	2	3	4	5
1	የቤት እመቤት ወይም በቤቱ ውስጥ የምሠራ እናት ሆኜ ልጄን/ ልጆቼን በማሳደግ ደስታና እርካታ ይሰማኛል።					
2	ሥራ አለመቀጠራልጄን/ ልጆቼን በደንበለማ ሳደግ ረድቶኛል።					
3	ልጄ/ ልጆቼ ሥራ ተቀጥረዋል ለመሥራቱ ደስተኛ ነኝ					
4	የእኔ ሠራተኛ አለመሆን ልጄን/ ልጆቼን አያስደስታቸው ምንም ሆኖ ሆነ ለራሳቸው ያላቸውን ግምት ይገባል።					
5	በሥራ ጋይ ልሳልሠማራ ቤቴ ምብሆን ቤት ውስጥ ያለው ሥራ ብዙውን ጊዜ ይደውስዳል።					
6	ስራ በሚበዛበኝ ጊዜ ወይም በማልኖር በትጊዜ ልጄን/ ልጆቼን የሚንከባከብ የቤተሰብ አባል አለኝ					
7	በሥራ ላይ ወይም ቤት ውስጥ በሥራ በምያዘበት ጊዜ ልጄን/ ልጆቼን የምትንከባከብ ሞገዢት አለኝ					
8	በማልኖር በትጊዜ በሞገዢት የሚሰጠው ክብር እና ደጋፊነት የምሰጠውን ይተካል ወይም አኩል ይሆናል					
9	ሥራ ላይ ገንዘብ ለልጆቼ ጤና ማእድን ጉዳት ላይ ለመቆየት ስኬት አይሆንም					
10	ዋናው ነገር ለልጄ/ ልጆቼ ጋር የሚሳልፈው ጊዜ መብዛቱ ላይ ሆነ ከእነሱ ጋር ስሆን ጊዜውን እንዴት እንደምጠቀም በትኩረት					
11	ከልጄ/ ልጆቼ የሚሉትን አስቤ በትኩረት ጥያቄዎችን አይሟላቸውም					
12	ልጄ/ ልጆቼ አቅፎ በመሰማት እንደምወዳቸው አሳውቃችኋለሁ					
13	ልጄን/ ልጆቼን እንዲበረታቱ አሞካሻቸዋለሁ					
14	ብዙ ጊዜ ልጄ/ ልጆቼ የት እንደሆነ/ ጉምን እያደረገ/ ጉመሆኑን አውቃለሁ					
15	ልጄ/ ልጆቼ ከታላላቆቹ/ ቸው ጋር በሚያደርገው መስተጋብር ችግር እንደሌለ በትኩረት ሰማኛል					
16	ከልጄ/ ልጆቼ ጋር አስቤ በትጊዜ አሳልፋለሁ					
17	ሥራ ሲበዛ በክልጄ/ ልጆቼ ጋር መጫወት ይደክመኛል					
18	ከልጄ/ ልጆቼ ጋር ጨዋታዎችን እጫወታለሁ፣ እንቅስቃሴዎችንም አደርጋለሁ					
የትምህርትን ደጋፊ የሚመለከት መጠይቅ						
ተ.ቁ	ጥያቄዎች	አማራጭ መልሶች				
		1	2	3	4	5
22	ልጄ/ ልጆቼ ት/ ቤት በማይሄዱ ጊዜ በቀዳሚነት እንቅስቃሴዎችን አመቻቻለሁ					
23	ልጄ/ ልጆቼ ት/ ቤት ውስጥ ከጓደኞቹ ጋር ባለው መስተጋብር የባህሪ ችግር እንዳለ በትኩረት አረድቻለሁ					
24	ከልጄ/ ልጆቼ ጋር ለመጫወት ምሆን እርሱን/ አንተን ለመከታተል ጊዜ ያጥረኛል					
25	ልጄን/ ልጆቼን የላላ ላላ ጉዳይ ሲሰማው/ እንዲሰማቸው ብዙ እረዳለሁ/ ቸዋለሁ					
26	ብዙ ጊዜ ይንልጄን/ ልጆቼን የቤት ስራውን/ ቸውን እንዲሰራ/ ሩ እረዳለሁ					
27	ለልጄን/ ልጆቼን መጻሕፍት እንዳንብሉት/ ላት በቂ ጊዜ አለኝ					
28	ብዙ ጊዜ ት/ ቤት በመሄድ የልጄን/ ልጆቼን ምህንጃቅ ተቀብቶ ስሜን/ ራጅ ጋር እወያያለሁ					
29	ብዙ ጊዜ ት/ ቤቱ ሲጠራ ስለልጄ/ ልጆቼ እወያያለሁ					
30	ቀን በቀን የልጄን/ ልጆቼን የቤት ስራ እክታተላለሁ					
31	ብዙ ጊዜ ከትምህርት ቤት መልስ የልጄን/ ልጆቼን ውሎ እክታተላለሁ					
32	ብዙ ጊዜ ከልጄ/ ልጆቼ ጋር የት/ ቤት ተሞክሯቸውን እንወያያለን					

ክፍል ሶስት፡- የልጆች አቅም መለኪያ መጠይቆች

መመሪያ፡-

የሚከተሉትን ጥያቄዎች የእርስዎን ስለልጅዎ/ልጆችዎ ትምህርታዊ አቅም ያለዎትን ግንዛቤ ለመለካት የተዘጋጁ ሲሆን አማራጭ መልሶቹን በመመልከት ጥያቄዎቹን “ ✓ ”

በማድረግ ይሙሉ፡፡ አንድ ልጅ ብቻ ካልዎት የመጀመሪያ ልጅ የሚለውን ብቻ ይሞላሉ፡፡ ከሶስት ልጆች በላይ ካለዎት የሶስቱን ልጆች ትምህርታዊ አቅም ብቻ ይሞላሉ፡፡ በተጨማሪም ልጅዎ ወንድ ከሆነ “ወ”

በሚለው አቅጣጫ ፤ ሴት ከሆነች ”ሴ” በሚለው አቅጣጫ የ “ ✓ ” ምልክት ያድርጉ፡፡

ተ.ቁ	ጥያቄ			ከፍተኛ አስመዝግቧል/ለች	መካከለኛ አስመዝግቧል/ለች	ዝቅተኛ አስመዝግቧል/ ለች
1	የልጅዎ/ልጆቸዎ አጠቃላይ ጉምህርታዊ ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
2	በሂሳብ ጉምህርት ያለው ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
3	በተፈጥሮ ሳይንስ ጉምህርት ያለው ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
4	በህብረተሰብ ሳይንስ ጉምህርት ያለው ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			
5	በቋንቋ ጉምህርት ያለው ላት ብቃት	የመጀመሪያ ልጅ	ወ			
			ሴ			
		መካከለኛ ልጅ	ወ			
			ሴ			
		የመጨረሻ ልጅ	ወ			
			ሴ			

ቃለ መጠይቅ

- ሀ) ዕድሉ ቢሰጠት በቅጥር ሥራ አንደተሰማሩ ልጅ/ልጆችዎን ማሳደግ ይመርጣሉ ወይንስ የቤት እመቤት ሆነው? ከልጅ/ልጆችዎ ጋር ያለዎትን ግንኙነት የሚያጠናክረው የትኛው ይመስሎታል?
- ለ) ከልጅ/ልጆችዎ ጋር ያሉትን ግንኙነት ለማጠናከር የሚያደርጉአቸውን አነዳንድ ነገሮችን ቢገልጹልኝ?
- ሐ) ሥራ የሚሰሩት ቤተሰብዎን ለማስተዳደር ነው ወይንስ በሥራ ላይ በመሠማራትዎ ደስተኛ ስለሆኑ ነው? የሚያገኙት ገቢ ከልጅ/ልጆችዎ ጋር ያለዎትን ግንኙነት የሚያጠናክረው ይመስሎታልን?
- መ) በሚያገኙት ገቢ ልጅ/ልጆችዎን በጥሩ ሁኔታ ለማሳደግና ከልጅ/ልጆችዎ ጋር ያሉትን ግንኙነት ለማጠናከር በየትኛው የሥራ መስክ ቢሰማሩ ይመርጣሉ?
- ሠ) ልጅ/ልጆችዎ በትምህርቱ/ትዋቸው አንዴት ናቸው?
- ረ) የልጆችዎን ትምህርት የሚከታተሉት እንዴት ነው? ምን አይነት የትምህርት ድጋፍ ይሰጣሉ? በእርስዎ እርዳታ የተሻለ ውጤት ማምጣት የሚችሉ ይመስላሉታልን? ያስረዱ?
- ሰ) የሚያገኙት ገቢ ልጅ/ልጆችዎ በትምህርት ውጤት/ታቸው ጥሩ ውጤት ማምጣት የሚያስችላቸው ይመስላሉታልን? ያስረዱ?