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Perception of Working and Non Working Mothers towards Their Role and Involvement in Child's Schooling

Meera Devi

Research Scholar, Faculty of Education, Banasthali Vidyapith, Rajasthan, India

Dr. Sapna Sharma

Associate Professor, Faculty of Education, Banasthali Vidyapith, Rajasthan, India

Abstract:

In present study an attempt has been made to investigate the role of mothers (working and non- working) in child's schooling. The sample was selected purposively which included 50 mothers (25 working and 25 non- working) and of seventh class students studying in public school of Palwal city in Haryana. An interview schedule was prepared by the investigator to interview the mothers. The result indicates that working mothers teach their children lesser due to the dearth of time but this doesn't mean that they are lagging behind than non-working mothers. 87% of working mothers are not aware about the weakness regarding academic performance of their children but 13% of working mothers have knowledge in this regard. 88% of non- working mothers are aware about the strong points of their children. 12% of non- working mothers are not aware about their children's strong points.

1. Introduction

Generally the maximum time of a child is spent with his family at home, rather than the school. So child influenced direct or indirect interactions with their behavior patterns. The child is influenced more by his/her mother's behavior than other family members. During the childhood period or schooling, the guidance of mother must be considered. In modern scenario, it is a time of rapid changes and of competitions. In this study as we are studying the perception of working and non-working mothers towards their role and involvement in child's schooling. Children's academic achievement is affected by so many factors. Mothers are key factor in children's schooling. To what extent they influence their schooling and academic achievement.

2. Review of Related Literature

→ HOFFMAN W. LOIS. (2000) studied "Mother at work – effect on children's well being." Working mothers are more likely to use an authoritative approach that relies on reason, rather than assertions of parental power, and encourage both girls and boys to be independent. Employed mothers differentiate less between sons and daughters. Hoffman found in a study 369 families, "across social class, working mothers are more likely than full time homemakers to value independence for their daughters".

According to Hoffman working mothers are more affectionate with their offspring than those who do not have full time jobs. Both the children and mothers reported more maternal hugs, kisses, and verbal expressions of affections. Hoffman notes that husband of working mother help more in child caring and household chores. Working parents realize the importance of their spare time and always try to express their love and affection to offspring. Moreover the children of working mothers had higher scores on standardized achievement tests in reading, Maths and science.

→ Washington Times (March 1' 1999) – Low Income Children at Heightened Risk – a widely published UK study pin pointed one thing wrong at home: Mothers are out working. Researchers at North London University found that children with working mothers are twice as likely to fail the GCSE (final high school) exams as those whose mothers stay at home to bring them up. Children of working mothers, especially boys were more likely to have behavioral problems. A recent Dutch study found that women with high status jobs were more likely to have children who failed to reach their academic potential.

→ M. Sivakami in 1997, Department of Population Studies, Bharatiar University, Coimbatore – 641 046, Tamil Nadu, reports in his work, "Female work participation and child health: An investigation in rural Tamil Nadu, India." This paper seeks to examine the linkage between mothers' work and child health. The data are from a survey of 75 working and 75 non-working women in a village in Tamil Nadu, India. The results shows the working women spend on an average 1.7hours less than the non-working women on child care do. The duration of the breast – feeding also is shorter among the working women.

The morbidity rates were higher for the children of the working women than for children of the non-working women. Logistic regression analysis showed that the children of the working women are at a significantly greater risk of morbidity even when socio-economic factors are controlled.

2.1. Objectives

1. To study the perception of working and non working mothers towards their role in their ward's schooling.
2. To study the involvement of working and non-working mothers towards their ward's schooling.
3. To analyze the perception and involvement of working and non-working mothers toward their ward's schooling.

➤ Method- The survey method was used to collect the data and it is design to study the phenomenon under investigation.

➤ Population- A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. For the present study, the population consists of the mothers who have their children studying in class 7th chosen from the public schools located in Palwal City.

➤ Sample- A sample is relatively a small proportion of a population, which represents it selected for observation and analysis. It is difficult to study the whole population and to arrive at generalization. The present study consisted of 50 mothers (25 working and 25 non working) of seventh class students from the public school of Palwal city in Haryana.

➤ Tool-For collecting new, unknown data required for the study of any one may use various devices. For each and every type of research, we need certain instruments to gather new fact or to explore new field. The instruments thus employed as means are called tools. An interview schedule was prepared as a tool by the investigator to interview the mothers. In the making of this tool the investigator had a detailed discussion with her supervisor and colleagues in order to frame the questions. Questions are framed in concern of that how much time mothers spent for their child's activities, role in decision making for the child, children and school, support system of mothers and rating about their role as a mother.

3. Data analysis

Initially the investigator's intention was to study both the 'role' and the 'involvement' aspects of mothers towards child's schooling as defining role and involvement. The data collected was organized by grouping answers together across respondents and has been analyzed under various themes. The themes are as follows:

3.1. Time Spent for Child's Activities

89% of working mothers admit that due to their jobs, they cannot get time to teach their children, to play and to interact with them properly. 11% of working mothers say that they spend 1-2 hours daily from their busy schedule to look in to the children's study and to teach them. 63% of non-working mothers teach their children themselves. 37% of non working mothers do not teach but they all manage their time very well for the care and attention of their children.

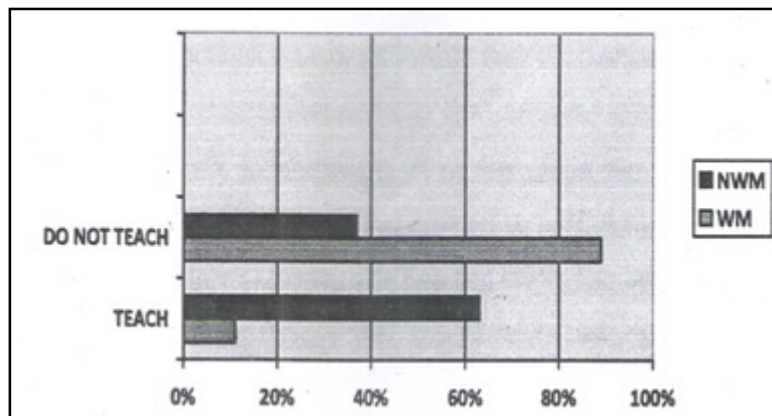


Figure 1: Mother Who Teaches Their Children

3.2. Role in Decision Making for the Child

60% of working mothers take decision for their children's clothes, food and TV program but 40% of working mothers do not decide about anything for their children. 60% of non working mothers completely decide about everything regarding their children. 20% of non working mothers do not decide anything for their children, 20% of non working mothers reported that they give some flexibility to their children.

3.3. Children and School

87% of working mothers are not aware about the weakness of their children related to their academic growth, dancing / singing / drawing / games. Only 13% of working mothers have the knowledge of the weakness of their children. 88% of non working mothers are aware about the strong points or strengths of their children. 12% of non working mothers who are not even aware about their children's strong points / strengths.

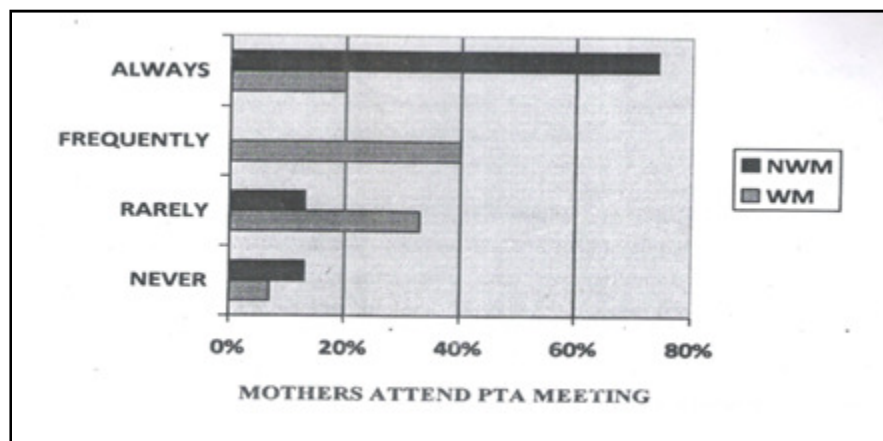


Figure 2

3.4. Support System of Mother

43% of working mothers say that their husbands help in only household chores but not in the kitchen. 21% of working mothers say that their husbands are not helpful at all as they do not help in anything at home. 36% of working mothers say that their husbands do teach their children but do not help their wives in any other thing. 40% of non working mothers say that their husbands are not helpful at all. 60% of non working mothers say that their husbands are helpful.

3.5. Rating about Their Role as a Mother

53% of working mothers think that they are very good mothers as they give everything to children, they do job for kids and whatever children want they get that. 47% of working mothers admits that they are not so good mother as they do not spend quality time with their children. 63% of non working mothers consider themselves as good mothers because they look after their kids properly, they give all their time to children, as shown in fig-3.

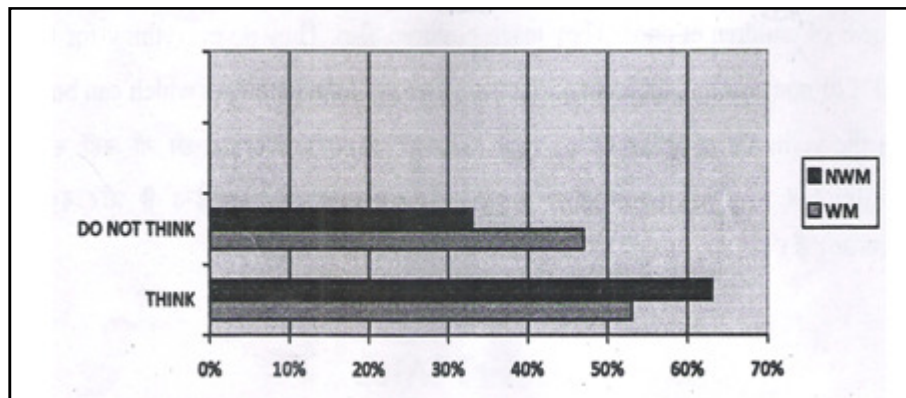


Figure 3: % of Mothers Who Think Themselves as Good Mothers

4. Discussion and Results

Working mothers exercise less control in decision making for children than non working mothers. They give more freedom to their children to take decisions regarding clothes, dresses, TV programs for themselves. One of the possible reasons for this is the paucity of time spend with children and simultaneously less control in deciding things for children.

- Her employment is the main cause which does not allow her to get involved in children's education. Due to this, working mothers are not able to attend PTA meetings always inspite of knowing the fact that this is very essential to keep track of development children's education.
- Working mothers reported to attend the P.T.A meeting less frequently than non working mothers.

5. Educational Implications

- Both types working and non-working mothers should be given proper orientation and guidance to critically review the behavior and learning pattern of their children on a regular basis.
- At times the husbands of the working mothers should be oriented to participate in the teaching learning process of the children either by spending some quality time at home with their children or by attending PTA meetings.
- The teacher should get in touch with mothers in case they encounter a particular behavior pattern in the child.

6. Suggestions for Further Study

- A comprehensive and detailed questionnaire could help in asking and discussing more about understanding role of mothers in children's education.
- There should be more probing questions to make the interview schedule more effective.
- Gender aspect related to this study could be considered for further study.
- This study was conducted on small sample therefore there is a need to conduct a study which should be based on larger sample for generalization of these findings.

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