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NEED AND IMPORTANCE OF ACADEMIC ACHIEVEMENT, ATTITUDE TOWARDS MODERNITY & LOCUS OF CONTROL OF THE CHILDREN OF WORKING WOMEN & NON-WORKING WOMEN

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ABSTRACT

The present era is the era of science and technology. People are running behind the materialistic achievements. In today's scenario, money is losing its value day by day. Single handed earning is not found to be sufficient to meet one's daily requirements. Keeping this in view the women are stepping ahead to earn money for running their families smoothly and providing more facilities to their children. On the one hand, the working women have to devote a lot of time for the accomplishment of the task, they have been appointed for and they remain unable to give sufficient time to their children in comparison to the non-working women on the other hand.

The present study would not only help in revealing the academic achievement, attitude towards modernity and locus of control of the children of working and non-working women but would also help in providing a frame work for understanding the general attitude of the adolescents.

Besides this, the findings of this study will be of great practical value, as they may help parents in creating favourable conditions for scholastic growth of the adolescents. The findings will also be fruitful for the psychologists who are engaged in counselling and guiding adolescents and also to the educator concerned with curriculum planning, instructional evaluation etc. Through this study, we can be familiar with the adolescents' attitude towards modernity.

INTRODUCTION

A solid programme may be initiated and implemented by manipulating the three variables (academic achievement, attitude towards modernity and locus of control) in teaching learning situations to yield more satisfactory results. The findings of the study will help to condemn the prevailing prejudice that the working women's unavailability or less availability at home exerts adverse affect on child. Along with this the outcome of this study will reveal how academic achievement, attitude towards modernity and locus of control are affected by mother's being working and non-working women.

The study would provide guidelines to the parents, guardians and teachers as to how to develop academic, affective and social competence in their children so as to make them properly developed and effectively contributing members of the society.

Observing the need of the present condition, the researcher has decided to compare the three variables i.e. academic achievement, attitude towards modernity and locus and control of the children of working and non-working women.

Family is the primary and smallest unit of the social institutions and the parents are the primary socializing agents. In a good home, parents and other members of the family are loving and caring and help in enabling the child to adjust well in the home as well as outside. It has been found that successful children come from homes where a positive wholesome relationship exists between them and their parents.

LITERATURE REVIEW

Mandelbaun (1969) noted that the family provides a framework within which the child may find roots, continuity and a sense of belonging.

Maulton et al (1966) said that the family provides the child a socializing system in which he encounters a patterning of disciplinary and affectional behaviour.

The behaviour of the parents and other family members helps a child to achieve a well rounded personality at home. So it is right to say that 'family is a strong well knit social unit that holds a respected position in the society. The child expects that his physical and psychological needs will be fulfilled at home. He needs the kind rearing and parental care that will help in the development of his personality. He receives a firm set of guiding values by perceiving them expressed and endorsed by both of his parents mother and father. The child identifies with them and tries to imitate their behaviour patterns. Therefore it can be well imagined what influences the parents personality can have an impact on the child's development.

Symonds (1949) stated that the essence of parent child relations, it must be emphasised, lies more in how a parent feels than in what a parent does.

The authoritative attitude of parents would produce a child who would be submissive, lacking in security and independence and less popular with his companions. The overprotective attitude of parents foster over dependency, nervous tendencies and poor performance in school work. The development of various characteristics of child personality is very much influenced by the parental behaviour. Before starting schooling the child surroundings, generally, are woven by parents. During this phase of child's life parents participated in almost all the spheres of child's life space. Therefore this becomes important for a parent of a growing child to concentrate upon the academic activities of his child.

Researches conducted on parents' involvement or participation in child's educational or academic activities have shown a significant linkage between parents' role in children's academic activities and the development of some characteristics of children's personality. **Edward (1977)** has demonstrated that mother's participation in school affairs is positively associated with students academic achievements in schools. Significant differences between high and low

achievers have also been found by **Wilson (1976)** and **Washington (1975)** revealing that if parents get involved in their children's education, their children's grade point average will go up. Other but few variables of child's personality have also been studied in terms of parental educational behaviour **Michael (1970)** **Fischman (1982)** and **Mack (1982)**.

Normally a father has less impact on children than the mother as the father is absent from the home for longer periods. So the major influential role is played by the mother. The behaviour of the father and other family members help him to achieve a well rounded personality. But particularly, the child desire the company of his mother. When, however, the question is asked, which is your favourite parent, the mother or the father?" The usual answer is "The mother," which shows the importance of mother's role in the family. She not only feeds, takes care, nourishes but scolds also. In this way, the mother is the symbol of pain and warmth. It is essential for mental health of a child that he should experience a warm intimate and continuous relationship with his mother. The role of a mother is said to be of prime importance not only in rearing the child but also in creating harmonious environment in the family. She creates a home in which the child participates, grows and gains energy for life activities. A child thinks that mother should have enough time for him and she should be in a happy and free mood during that time. Children also expect that whenever they come back from school she should be at home for listening to their school activities and other things.

Nobody denies the importance of mother in child's development either it is physical, moral, emotional, social or intellectual. Mother plays a vital role in the life of a child. She is the foundation of the home. The future of the child depends upon mother's nourishment. In a household where parents love each other, the child feels secure. The child's sense of belongings and being loved by his family eventually determines his attitude towards the external group i.e., the community in which he lives and plays.

Home environment and other family characteristics constitute one of the most important factors that determine the level of achievement of a child in school. Mothers are helpful in providing intellectual pursuits to their growing children and every moment of child's life. The contact of a child with his mother has some effect on both, his present behaviour and his potentialities for future actions.

But within two decades the values of society have been changed. Parents are becoming more and more materialistic. Due to economic value mothers are moving towards jobs which are changing the family structure. Today a large number of women have started working outside the home. This trend has changed the outlook of the people. The traditional belief was that woman must stay at home with their children in order to promote their all round development. Psychologists argue that first three to five years of child's life have great importance. A child needs more attention. He will suffer various negative consequences due to his maternal deprivation. It also has a negative effect on personality and growth of the child.

Finny Yorrow (1963) stated that if a young child is deprived of a warm and intimate relationship with his mother particularly upto 3-4 years of age his overall personality will be affected drastically.

It is common to hold the view that if a woman takes a job it will have a negative influence on the health and development of the child. It may be true but due to rising cost of living the women are also forced to take a job and leave their homes for earnings. As we know every coin has two sides positive and negative. On the one hand if a woman takes a job it will be beneficial in earning their livelihood and raising the standard of living. While it has a negative effect on the personality of the child on the other hand.

If a woman is a working mother she has to perform all the duties of home as well as of the job and most of them feel tired and irritated and when she comes back home she remains unable in becoming an enjoyable companion for her children. If this kind of behaviour continues it leaves a detrimental effect on the adjustment of the child.

Kala Rani (1976) said that a working mother generally feels that her children are neglected in her absence when she spends the major portion of the day at her working place.

It is generally assumed that a working mother is unable to provide fulltime childcare to her children. If a child does not get proper affection and love from his mother, he becomes self centered or shifts his interest to material things. While studies show that working women do not always have a negative effect on the personality of their offspring's, but positive effect also.

Vogel et al (1970) sons derive some benefit from having employed mothers. They seem better adjusted and hold less traditional view of both sexes; they see women as more competent and warmer than do children of house wives.

Ettelhein (1970) addressed the influence of maternal employment on the child in his article, "why working mothers have happier children". He fully agrees that the early years are critical for the child. He feels when the mother is solely responsible for her child, her efforts have to be largely directed towards supervisory activities and the minutiae of child rearing and that her function as provider of nurturing love is diluted. A lot of discussions and debates have reflected the varied views of women's roles in the family. There is a constant changing attitude towards women's employment and its effect on child's personality.

Hence in the study in hand, an attempt has been made to ascertain the influence of maternal employment on the children regarding their academic achievement, attitude towards modernity and locus of control.

1. Children of working women and non-working women :

The purpose of this study is to compare the children of working women and non-working women on the basis of their academic achievement, attitude towards modernity and locus of control. In this study working women refer to the category of females who are employed and economically

independent. And non-working women refer to the category of those women who are housewives. 13 to 16 years old adolescents studying in VIII class are taken as children of working women and non-working women to constitute the sample of the study.

2. Academic Achievement

Primarily it is justifiable to specify the terms "Academic Achievement" before discussing the academic achievement.

Academic is an adjective which means "having to do with school or college, theoretical rather than practical" (**Webster 1970**). **New Dictionary of the English language (1984)** defines academic as "pertaining to a school, relating to liberal or classical studies rather than vocational".

Webster's English Dictionary (1984) clarify the term achievement as "the act of achieving or performing, accomplishment, attainment".

Thus academic achievement may be considered the knowledge attained or skills developed in the school subjects, usually determined by teachers or both. **Dictionary of Psychology by Chaplin (1965)** defines educational or academic achievement as "specified level of attainment or proficiency in academic work as evaluated by the teachers by standardized tests or by a combination of both".

Academic Achievement of a child is the most concern of all. This is everywhere considered to be the index of one's overall development because numerous investigations have evidenced that most of the personality factors of child or student are significantly correlated with his academic achievement. Student's whole educational life revolves around the performance shown by him at various levels. Success or failure of the student is the measure of any new system of education in this fast changing world.

Academic Achievement is the ability to perform the school tasks successfully. The Academic Achievement is the quantity and quality of learning attained in a subject of the study or group of subjects after a period of instruction. Educational achievement is to measure such educational results as attitudes and appreciating, ability to solve problems, to draw inferences from the subject matter to apply generalization, to specific situational problems. The purpose of academic achievement is to measure how much has been learned in the subject and what specific abilities or skills have been developed.

Academic achievement, in a subject, may be defined in terms of the acquisition of knowledge, understanding and reflective thinking of that particular subject. **Freemen (1965)** has pointed out that educational attainment is one designed to measure knowledge, understanding or skills in a specified subject or group of subjects.

Academic achievement is the degree of attainment of the students after a period of learning exercise and is measured by examination in different subjects. It predicts on individual's ability to perform after a specific instruction programme or course. It can predict on individual's ability

to acquire new knowledge, skill in a given area such as science, mathematics or any foreign language learning. Academic Achievement is the record which indicate the scholastic performance of a student in school subjects.

In the present study, academic achievement has been defined in terms of the school marks obtained by the students in previous class.

3. Attitude Towards Modernity

The term attitude has not been and probably cannot be distinguished clearly from such terms as trait, opinion, disposition, interest, value and temperament etc. It is important to understand the meaning and nature of attitude.

According to **Allport (1954)**, attitudes are, "A mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related."

The **Encyclopedia Britannica (1964)** refers attitude in a general way, to inclinations, presumed to enduring to react in a certain kind of situations to see and interpret events according to some predisposition and to organised opinions into coherent inter-related clusters.

According to **Katz and Scotland (1959)** "Attitudes are considered stable behaviour tendencies. Formation organization and change of attitudes comprise cognitive, affective and behavioural components".

As the variable of present research is attitude towards modernity, the term 'modern' means 'latest' and to 'modernise' means to render something old fashioned upto date. According to the descriptive or qualitative and its most popular usage, 'modernity' is used to describe the particular outlook or perspective of mind and also the system of particular ideas and values that have gradually evolved in the course of social development since the Renaissance.

Thus we can say that modernity is an allusive concept which defy any definite explanation.

The word 'modern' is derived from the Latin 'modernus' and modo means recently. In the 17th and 18th centuries, modernity came to be associated with the enlightenment. Modernity is that which is most recent or new or progressive. The process of becoming modern is denoted by modernisation. Modernity is a way of life adapted to the modern condition of life.

The purpose of this study in hand is to know the attitude of the children of working and non-working women towards modernity.

4. Locus of Control

Locus of control is a concept inbetween psychology and sociology, related to where individuals conceptually place responsibility, choice and control for events in their lives. Although locus of control has frequently been viewed as a cognitive model of personality. Its roots can actually be

seen in behaviourism as the immediate background of this theory related to beliefs about reinforcement.

The concept of locus of control is given by Rotters. Locus of control refers to person's belief about the responsibilities regarding his/her success or failure. Locus of control was formulated within the framework of Rotter's social theory of personality. It refers to an individual's generalized expectations concerning where control over subsequent events resides. In other words, who or what is responsible for what happens. Locus of control is grounded in expectancy value theory, which describes human behaviour as determined by the perceived likelihood of an event or outcome occurring contingent upon the behaviour in question, and the value placed on that event or outcome.

Locus of control, according to Rotter's approach, can be divided into two parts - Internal and External. People with an internal locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts. The person having internal locus of control feels his/her self responsible for the same. He is the determiner of his achievements or failures. "Internal Control" is the term used to describe the belief that control of future outcome resides primarily in one self while, "External Control" refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fate/chance. People having external locus of control feel outer sources (such as 'God', 'Destiny' etc.) responsible for their own success or failure. They believe that their behaviour is guided by fate, luck or other external circumstances.

Internals are more likely to work for achievements, to tolerate delays in rewards and to plan for long term goals. After failing a task, internals re-evaluate future performances. Internals tend to attribute outcomes of events to their own control; externals on the other hand attribute outcomes of events to external circumstances. Externals are less willing to take risks, to work on self improvement and to better themselves through remedial work than internals. They are based on chance or luck.

People with internal locus of control believe that they control their own destiny. They tend to be convinced that their own skill, ability, and effort determine the bulk of their life experiences. They are more likely to learn about their surroundings and learn from their past experiences. Internals are more willing to work on self improvement and better themselves through remedial work. In contrast, people with external locus of control believe that their lives are determined mainly by source outside themselves like fate, chance, luck or powerful others.

Thus if you have a strong internal locus of control, you believe that success or failure is a result of your own sufficient or insufficient efforts. If you have a strong external locus of control, you believe that success or failure depends on factors such as luck, fate circumstances and the actions of other people. Julian Rotter was a clinical psychologist who found that people behave differently if they have an internal versus an external locus of control.

Locus of control describes the degree to which individuals perceive that outcomes result from their own behaviours, or from forces that are external to themselves. This produces a continuum with external control at one end and internal control at the other. The development of locus of control is associated with family style and resources, cultural stability and experience with effort leading to reward. Many internals have grown up with families that modeled typical internal beliefs. These families emphasized effort, education, responsibility and thinking. Parents typically gave their children rewards they had promised them. In contrast, externals are typically associated with lower socio economic status because poor people have less control over their lives. Societies experiencing social unrest increase the expectancy of being out of control, so people in such societies become more external. In general, it seems to be psychologically healthy to perceive that one has control over those things which one is capable of influencing.

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