

A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT, SELF-CONCEPT AND PERSONALITY CHARACTERISTICS OF THE CHILDREN OF WORKING AND NON-WORKING WOMEN

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ABSTRACT

The purpose of this study was to compare the academic achievement, self-concept and personality characteristics of the children of working and non-working women of Gurgaon District. A sample of 200 students of XI & XII classes was selected from seven schools of Gurgaon District. 100 children (50 boys + 50 girls) were of working women and 100 children (50 boys + 50 girls) were of non-working women. Self-concept scale constructed by P.K.Goswami has been used to measure the self-concept. Aziz and Agnihotri's Introversiion Extroversiion Inventory (IEI) has been used to measure the personality characteristics and matriculation exam. marks have been taken to judge the academic achievement of the students. Mean S.D., 't' value and graph were used for the analysis of data. Data analysis indicated that the children of working women have an upper hand in their academic achievement due to better education, more attention and proper home environment. The daughters of working women are better academically than the sons. On the other hand the boys of the Non-working women are better academically than the girls. In aspect of self-concept, children of working women specially boys have high self-concept as a whole. Regarding personality characteristics, the children of working women are more extrovert than the children of non-working women. The girls of working women are more extrovert than the boys. The boys of the non-working women are more extroverts than the girls

INTRODUCTION

The importance of parents-child interaction in the development of personality and self-concept of hardly need to be emphasized. Studies have proved that the child who receives parental love, conducive, home environment, proper care and facilities during his impressionable period of life helps to develop both cognitive and non-cognitive competence in his/her future life. But it is a well known fact that in all most all societies the care of children is taken by the women, specially the mothers. Now to cope-up with civilized and changing demand of the society the mother takes up employment outside the home. Even, in spite of her job she has to see her domestic functions and social commitments also. So all these duties and responsibilities of working women sometime make her tired which in turn creates an unpleasant situation in the family and leaves its impact on young adolescents. If this kind of companionship continues then there is a possibility of imbalanced development of personality, poor

self-concept and academic performance of the children which will be more burdensome rather than enjoyment.

As we know, every act has two aspects- positive and negative. On the positive side when wives have joined hand with their husbands in earning the livelihood, it has created serious adjustment problems on the negative side. Such homes where both husbands and wife are working create several problems not only for them but also for their children. The children are deprived of the love, affection and guidance which they deserve at that stage. This has serious implications because mother becomes unable to perform the duties of the real and true mother. Due to her engagements outside the home and responsibility of the work she is not in a position to cater to the needs of the child.

The children of working mothers are sufferers in many ways. To a great extent they remain emotionally starved. They develop some bad habits also. The financial condition of the family is improved to a great extent, but the

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children of the family lose. Sometimes the children are sent to the crèche. Sometimes, they are left on the mercy of the ayes and maid servants. Such children develop a sense of insecurity. In their later life these children remain inefficient, insufficient in many ways and they remain dependent on others.

Studies of Mc Candle and Evans (1973) showed that children who were underachievers had poor relationship with their parents. Singh and Gill (1984) have also reported that parent-child relationship is strained due to low academic achievement of the child. Fraser (1958) and Straman (1979) also concluded that encouragement given by parents helps the children to surpass the limits circumscribed by his intelligence. In short, the child getting proper environment of study with maternal care, concern, guidance and encouragement will flourish like a plant given good soil and sunlight in a most congenial atmosphere. It is therefore, truly said that home is the first school and the mother is the first teacher of the child. Hence, maternal encouragement is more influential in enhancing scholastic achievement, self-esteem and personality characteristics of her children.

The studies of Roy (1963), Banducci (1967), Woods (1972), Miller (1975) and Gold and Audres (1978) etc. have found that maternal employment affects negatively. At the same time Jones et al. (1967), Baruch (1972), Cherry and Ethel (1977) found out that there is no difference in I.Q. achievement and self-concept of children of working and non-working mothers.

On the other hand Meier (1972) found that maternal employment was positively related to social development and higher self-esteem. Yarrow, et al. (1962), Power (1963), Walker (1970), Popper (1972) and Woods (1972) found that children of working mothers were generally under more firm control, independent in attitude, had higher achievement, motivation and higher I.Q., than the children of non-working mothers. Hoffman (1984) stated that daughters of working mothers are more independent, outgoing, socially and personally better adjusted, more academic oriented. In this way we find that in some aspects/ fields the children of working women are losers but in some other aspects they are gainers. So to know what do the children of

working women lose and what do they gain, this study has been taken up.

OBJECTIVES OF THE STUDIES

The main objectives of the study are:-

1. To compare the academic achievement of the children of working and non-working women.
2. To compare the self-concept of the children of working and non-working women.
3. To know the personality characteristics of the children of working women.
4. To know the personality characteristics of the children of non-working women.
5. To compare the personality characteristics of the children of working and non-working women.

HYPOTHESES

To carry out the research properly the following null hypotheses are being formed:-

1. There is no significant difference between the academic achievement of the children of working and those of non-working women.
2. The children of working and those of non-working women do not differ significantly in their self-concept.
3. The children of both working as well as non-working women do not differ significantly in their personality characteristics.

METHODOLOGY OF THE STUDY

Descriptive survey method of research has been used.

SAMPLE

A sample of 200 students of XIth and XIIth class was selected from seven schools of Gurgaon District. 100 children (50 boys + 50 girls) were of working women and 100 children (50 boys + 50 girls) were of non-working women.

TOOLS OF THE STUDY

For academic achievement matric. exam. marks are taken. To measure self-concept, P.K Goswami's self concept scale has been used and Aziz and Agnihotri's Introversion Extroversion Inventory (IEI) has been used to measure the personality characteristics.

PROCEDURE

Self-concept scale and IEI were administered and scored. Matric. Exam. marks were noted down from school record. Data were analyzed with the help of Mean, S.D. 't' value and graphs.

RESULTS AND DISCUSSION

After analysis of the data following results were obtained:-

Table 1 :- Mean, S.D. and 't' value of the scores of Academic Achievement, Self-Concept and Personality of the Children of Working and Non-Working women.

| Factors | Working women's Children | | Non-working women's Children | | 't' Value |
|----------------------|--------------------------|-------|------------------------------|-------|-----------|
| | Mean | S.D. | Mean | S.D. | |
| Academic Achievement | 59.47 | 9.37 | 53.72 | 7.36 | 4.83 * |
| Self-concept | 36.20 | 8.27 | 35.65 | 6.71 | 0.49 |
| Personality | 12.00 | 12.25 | 10.02 | 12.06 | 1.15 |

* Significant at .01 level of significance

A look on the Table No. 1 reveals that the children of working women have an upper hand in comparison to the children of non-working women. This shows that though the mothers of the children remain outside their homes for most of their times, their children do better in their academic side. These results are in consonance with results of the study done by Popper (1972) and Woods (1972). Hoffman (1984) also found in his study that the daughters of the working mothers were more sound academically than the daughter of the non-working mothers.

It becomes clear from this study that due to the better education, more attention and proper home environment the children of working mothers gained more academically.

As far as the self concept of the children of working and non-working women is concerned, we find that the children of working mothers gained more in this area also (Mean 36.20 and 35.65). Though this difference is not significant statistically, even then the children of working women are gainers in the area of self-concept. The study of Meier (1972), Power (1963), Walker (1970), Panda and Samal (1995) showed the similar results.

In the area of personality assessment the study has revealed that though the children of

working mothers were more extrovert than the children of non-working mothers. (Mean value 12.00 and 10.02), the difference is not significant at any level of significance. This seems quite natural as the children of working mothers are more self-dependent and have a high degree of self-confidence. In the study of Panda and Samal (1995) it was also found that the children of working mothers were more extroverts, independent, confident, emotionally stable and were having less anxiety.

Table No. 2:- Mean, S.D. and 't' value of the scores of the children of working and non-working women regarding Academic Achievement, Self-Concept and Personality (Sex-wise)

| Factors | Working Women's Children | | | | | Non-Working Women's Children | | | | |
|----------------------|--------------------------|-------|-------|-------|-----------|------------------------------|-------|-------|------|-----------|
| | Boys | | Girls | | 't' Value | Boys | | Girls | | 't' Value |
| | Mean | S.D. | Mean | S.D. | | Mean | S.D. | Mean | S.D. | |
| Academic Achievement | 57.26 | 8.75 | 61.68 | 9.99 | 2.35* | 54.12 | 5.14 | 53.13 | 9.58 | 0.52 |
| Self-concept | 36.86 | 9.43 | 35.54 | 7.11 | 0.76 | 36.30 | 7.46 | 35.00 | 5.97 | 0.92 |
| Personality | 11.30 | 12.73 | 12.70 | 11.78 | 0.57 | 11.35 | 13.14 | 8.70 | 10.9 | 1.09 |

* Significant at .05 level of significance

Table No 2 reveals that except one 't' value 't' value is significant in this table, though some differences are there in the Mean scores. If we look at the scores of the children of working women we find that in the case of the academic achievement the girls are better than the boys (Girls Means 61.68, Boys Means 57.26). The value of 't' is significant at .05 level of significance. This shows that the Girls, though they do a lot of household work in the absence of their mothers from home, still show better performance in the examination. The boys are a little careless. This finding is supported by the study of Hoffman (1984) who found that the daughters of working mothers were more academic oriented. In the case of the children of non-working women it is observed that there exists no significant difference between boys and girls, the Mean of the achievement scores of the boys is greater (Mean 54.12 and 53.31).

In the area of 'Self concept' it is being observed that there is no significant difference between the boys and girls of the working and non-working women. The studies done by Jones et al. (1967), Baruch (1972) and Cherry and Ethel (1977) showed the similar results. The table reveals that the boys of the working women

scored better in the area of self-concept than the girls. Same is the case with the sons and daughters of non working women. These findings are in conformity with the findings of Meier (1972), Popper and Woods (1972) and Yarrow et.al. (1962)

In the area of 'Personality' children of both the groups do not differ significantly. The 't' values are not significant at any level of significance.

Table No -3:- Types of Personality and their distribution among the children of working and non-working women.

| Types of Personality | Working Women's Children | | | | Non-Working Women's Children | | | | | |
|----------------------|--------------------------|-----|------------|-----|------------------------------|------------|-----|------------|-----|----------------|
| | Boys | | Girls | | Total Children | Boys | | Girls | | Total Children |
| | Total Nos. | % | Total Nos. | % | | Total Nos. | % | Total Nos. | % | |
| Introvert | 2 | 4 | 3 | 6 | 5 | 1 | 2 | 1 | 2 | 2 |
| Extrovert | 26 | 52 | 21 | 42 | 47 | 19 | 38 | 14 | 28 | 33 |
| Ambivert | 22 | 44 | 26 | 52 | 48 | 30 | 60 | 35 | 70 | 65 |
| Total | 50 | 100 | 50 | 100 | 100 | 50 | 100 | 50 | 100 | 100 |

Table No 3 shows that most of the student in both the categories belong to Ambivert Type (No.48 and 65=113) only 7 students have been placed in Introvert category. In Extrovert category the children of working and non-working has been 80. A look on the table further reveals that the children of working women are more extrovert than the children of non-working women. Children of working women are more frank, more outgoing, more vocal, more bold and less serious in comparison to the children of non-working women. In the Ambivert type of personality the no. of the children of non-working women has been more than that of the children of the working women (No. 65 & 48). This shows that most of the children belonging to the non-working women's children category try to adopt a middle path (mixture of Introversion and Extroversion). On the whole it has been observed that personality wise also the children of working women are better than the children of non-working women (Reference Table No. 1).

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