

Mother's Role is a Dynamic element of children's Academic Achievement

Dr. Swapnashri Patnaik, Lecturer Home Sc., KIIT University Bhubaneswar email- lipu999@gmail.com

Abstract

The objective of this research study is to find out the role of maternal involvement in children's academic achievement. A total of three hundred children belonging to different socio economic status were taken as samples. Out of which equal number of unemployed and employed mother (150) each and children (both boys and girls (150) each from 3rd, 4th, 5th grade were selected for the study. The study was conducted in Bhubaneswar, Orissa and ten schools were finally chosen for study. Academic marks are regarded as the best scale for assessing children's academic achievement in seven important subjects like (English, Oriya, Mathematics, General Science, Social Studies, Drawing and General Knowledge. Mother's involvement scale was taken for the study purpose. The result of this study reveals that (according to maternal status) children's of unemployed mother performed well than children of employed mother. Comparing the girls of both the groups it is observed that the girl children of employed and unemployed mother performed well in all subjects. But in case of boys the children of employed and unemployed mothers did not perform well in all subjects. Study reveals that children of employed mothers performed better in one subject, which is general knowledge. This study suggests that a mother's role and her involvement play a dynamic role in children's academic achievement in case of unemployed mother.

Key Words: *Mother, Dynamic, Element, Academic, Achievement*

Introduction

Mother's involvement consists of selection of proper schools for the children, getting them enrolled, meeting the teachers, helping them with their homework, planning for their education, seeing their progress, attending the school function etc. (sashi jain,1988). Due to the necessity of development of the child, the role and image of the mother in a social context has been changed. The mother has a complex constellation of roles i.e. manager of the household, caretaker of the children and distributor of love and affection. The role of mother has been changing because of participation in higher education, urbanisation, the independence movement, spatial mobility, social legislation and contacts with the outside world. The mother's influence has gradually increased in domestic as well as in external matters. Awareness of parenting styles and its impact on children's development has been gradually recognised by mothers.

Methodology

The study was conducted in Bhubaneswar, the capital of Odisha. Ten schools were finally chosen for study purpose. BJEM, St. Xavier's, Delta Primary School, Government primary schools (Unit-1, Unit-2, Unit-6, Unit-8), Bomikhal primary school, Rajbhawan primary school, Primary School Palashpalli. The total sample consisted three hundred children with equal number of boys and girls and their mothers. The mean age of the children was eight to eleven years. The investigator selected 150 employed and 150 unemployed mother's children. To study the involvement of mother with their children's academic performance, children's academic marks are regarded as the best scale. Keeping in view the objectives of the study subject wise marks and total marks obtained in the last examination were collected from the school examination records. Questionnaire method was formulated by the school. Data analysis was facilitated by SPSS (Statistical Package for Social Sciences).

Procedure

Academic marks were used for children to study their level of performance, according to their percentage of mark or percentile. Each child shows their performance according to their examination mark. These marks included different dimensions like English, Oriya, Mathematics, General science, Social studies, Drawing, General knowledge. Grades for these examinations were based as per the CBSE pattern. Mother's involvement was considered to explore relationship between scores obtained in different subjects by the samples.

Results

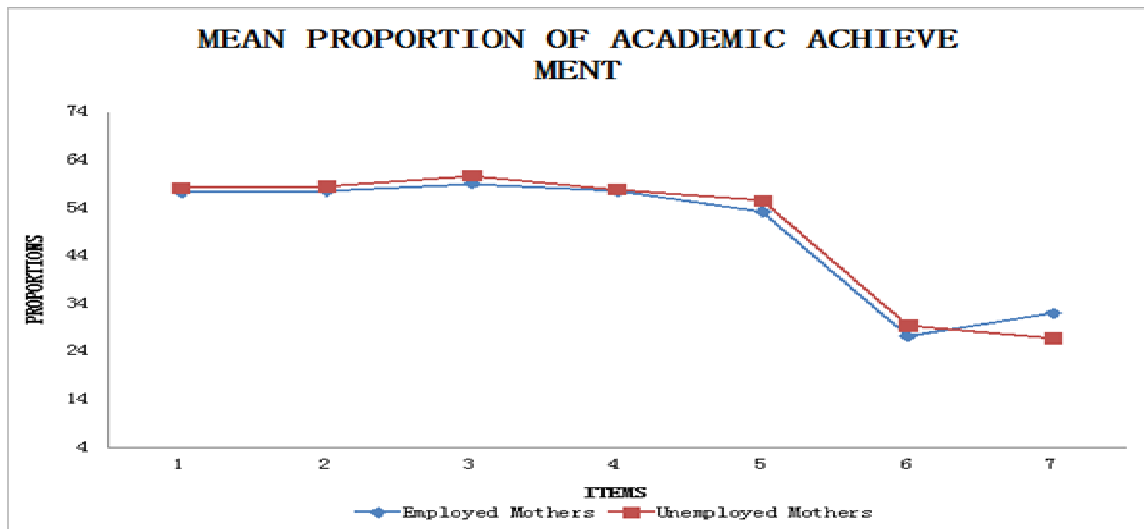
The study has attempted to find out difference if any in that score obtained by children on different subject taught in the class taking seven important subjects into consideration.

TABLE 1:

MEAN AND S.D OF ACADEMIC ACHIEVEMENT OF CHILDREN (N-300)													
SL. NO	VARIABLES	EMPLOYED MOTHERS						UNEMPLOYED MOTHERS					
		Boys (75)		Girls (75)		Total (150)		Boys (75)		Girls (75)		Total (150)	
		M	S. D	M	S. D	M	S. D	M	S. D	M	S. D	M	S. D
1	ENGLISH	56.4	11.3	58.3	11.2	57.3	11.75	56.9	14.1	59.5	14.02	58.2	14.5

2	ORIYA	56.0 4	9.6 8	59.0 7	11. 07	57.5 55	10. 47	57.0 4	13. 47	60.1 1	13. 5	58.5 75	13. 47
3	MATHEMATICS	54.9 7	11. 44	63.2 7	13. 96	59.1 2	13. 38	58.0 4	12. 92	63.5 1	18. 18	60.7 75	12. 92
4	GENERAL SCIENCE	55.2 7	9.6 1	59.7 2	11. 21	57.4 95	10. 64	55.7 9	12. 17	60.0 1	14. 99	57.9	12. 17
5	SOCIAL STUDIES	52.4 7	8.4 6	54.0 1	9.5 4	53.2 4	9.0 6	53.4 8	10. 32	57.7 6	13. 49	55.6 2	10. 32
6	DRAWING	25.7 9	5.6 7	28.7 3	7.3	27.2 6	6.6 8	26.4 5	6.3 8	32.4 5	9.6 8	29.4 5	7.9 1
7	GENERAL KNOWLEDGE	30.1 2	10. 63	33.9 6	9.0 7	32.0 4	8.5 1	26.4 5	7.9 1	27.2 5	8.4 4	26.8 5	7.9 1
8	TOTAL	331. 09	46. 44	357. 08	60. 28	344. 085	54. 98	334. 16	62. 81	360. 68	77. 69	347. 42	62. 81

GRAPH 1:



Mean and standard deviation of academic achievement of children both (boys and girls) were presented in table-1 and graph-1. The result of the study reveals that the children of unemployed mother show better performance in all subjects than employed mothers children. Children of employed mothers show good result only in one subject; that is general knowledge. The mean score was high in case of girls. In both the

groups like children of employed and unemployed mothers, girls showed better performance in all subjects. But in case of boys, they showed lower score in both the groups.

TABLE 2:

CORRELATION BETWEEN MOTHER'S INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF CHILDREN

VARIABLES		ENGLISH		ORIYA		MATHEMATICS		GENERAL SCIENCE		SOCIAL STUDIES		DRAWING		GENERAL KNOWLEDGE		TOTAL	
		E	UE	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE	E	UE
1	FUTURE ASPIRATION	.18*	0.14	0.13	.17*	0	.19*	0.07	.18*	.18*	.17*	0.11	0.1	0.1	0.15	0.13	.18*
2	PERSON CONCERNED WITH CHILD'S STUDY	0.08	.28*	0.08	.33*	.17*	.40*	0.15	.39*	0.13	.43*	0.05	.37*	0.07	.41*	.17*	.43*
3	INTENSITY OF ACADEMIC INVOLVEMENT	.24*	.32*	.25*	.34*	0.15	.41*	0.13	.45*	.18*	.43*	0.21	.27*	0.17	.23*	.26*	.45*
4	MOTHER'S SATISFACTION REGARDING CHILD'S ACADEMIC PERFORMANCE	.30*	.45*	.27*	.48*	.34*	.38*	.26*	.41*	.26*	.42*	.26*	.39*	.19*	.34*	.36*	.48*
5	BELIEFS IN RELIGION	0.02	0.1	0	0	.22*	0.03	0.09	0	0.08	0.05	0.06	.24*	0	0	0.08	0.02
6	MOTHER'S RESPONSIBILITY OF TEACHING SOUND BEHAVIOUR	0.13	0.05	0.04	0.11	0.03	0.05	0.14	0.07	0.13	0.07	.25*	0	.22*	0.07	0.15	0.03

7	MOTHER'S EDUCATION	0.15	0.03	0.05	0	0.11	0.09	0	0.08	0.04	0.07	0.16	0.16	0.13	0.06	0.1	0.08
8	NARRATING STORIES OF GREAT PEOPLE	0.01	0.14	0.1	0.06	0.09	.23*	0.07	.18*	0.07	0.08	0	0.16	0.11	0.02	0.06	.17*
9	GIVING IMPORTANCE TO CHILD'S TIME SPENT	.24*	.28*	.18*	.29*	.23*	.39*	.17*	.35*	0.12	.33*	.21*	.34*	.21*	0.05	.27*	.37*
10	SEPARATE STUDY FOR THE CHILD	0.04	.20*	0.1	.28*	0.03	.31*	0.03	.41*	0.05	.34*	0	.35*	0.11	.21*	0.03	.38*
11	NUMBER OF PEERS	0	0.08	0.1	0.07	0	0.08	0.04	0	0.02	0.09	0.04	0.09	0.07	0	0.04	0.06
12	KNOWLEDGE ABOUT CHILD'S FRIEND CIRCLE	0.06	.22*	0.01	.31*	0.02	.24*	0	.28*	0.04	.35*	0.04	.21*	0.06	.27*	0.02	.34*
13	MEETING WITH THE SCHOOL TEACHER	0	.30*	0.01	.34*	0.06	.40*	0	.40*	0.04	.43*	0.03	.27*	0.07	.35*	0.06	.46*
14	TEACHING STYLE AT SCHOOL	0	.22*	0.02	.35*	0.07	.26*	0.06	.34*	0.15	.37*	0.11	.23*	0.02	0.15	0.07	.37*
15	IMPORTANCE OF PLAY TO CHILD DEVELOPMENT	0.07	0.02	0.03	0.04	0.06	0.07	0.1	0.02	0.09	0.02	0.08	0.14	0.09	0.01	0.09	0.03
16	MOTIVATION FOR ACHIEVEMENT	0.06	.25*	0	.32*	.23*	.31*	.18*	.30*	0.14	.45*	.20*	.41*	0.06	.33*	0.13	.51*

Table 2 reveals that significant correlation values indicate contribution of intensity of academic involvement, mother's satisfaction regarding child's academic performance in case of English and Oriya subject. The same trend is maintained for all subjects in case of mothers satisfactory regarding child's performance.

Discussion

From the present study it is observed that irrespective of employment status of mother in both the group girls showed better or similar result in academic achievement. However these findings do not agree with the earlier research (Baruch, 1972, Gold and Andres, 1978, Vogel et.al 1970). Those girls with employed mother do well in school than girls with mothers who stayed at home. Overall result showed that except general knowledge, the children of unemployed mother do well in all subjects. In only general knowledge the children of employed mother secured highest marks than unemployed mother's children, may be because of the general awareness experienced by the working mother is more. It was found that almost all the subjects were correlated significantly and positively with all the domain of mother's involvement.

Conclusion

From this we conclude that children will show better academic achievement if proper attention, care and physical presence of mother is given to them. The education of the mother has little bearing on the results. Girls show better achievement because they are more sincere, alert and conscious about their academic career. When mothers are involved directly in the children's academic activities, they get direct knowledge about their children's academic progress so that they can take more care about them.

Reference:

- Jain, sashi (1988) *Mothers interest in children's education. In status & Role perception of middle class women by Jain puja publishers. New Delhi, pp. 156-60.*
- Baruch, G.K. (1972) *Maternal influences upon college women's attitudes towards women and work, development psychology, 1, pp., 32-37.*
- Gold, D and Andres, D.C. (1978) *Developmental comparisons between ten year old children with employed and unemployed mothers. Child development, 49, pp. 75-84.*
- Vogel, S.R. Broverman, I.K., Broverman, D.M., Clarkson, F.E. and Rosenkrantz P.S. (1970) *Maternal employment and perception of sex roles among college students, Developmental psychology, 3pp, 384-391.*