

# **STUDY ON ACHIEVEMENT MOTIVATION AND FAMILY ENVIRONMENT AMONG PROSPECTIVE TEACHERS OF WORKING AND NON-WORKING MOTHERS**

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## **ABSTRACT**

Parents are an essential part of their Child's environment. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. The role of mother in the development of child is very vital in a family. Mother is more influential than father to discipline the child in behaviour, study habits, attitude and guides towards a career. This study investigates the relationship between the family environment and achievement motivation among prospective teachers with working and non – working mothers. Data was collected from sample of 200 prospective teachers. The result indicates significant differences in family environment and achievement motivation between the two groups.

**Keywords:** Working mothers, Non-Working mothers, Achievement Motivation, Family Environment

## **INTRODUCTION**

In the modern society most of the family is a nuclear one and like western countries both the parents are working. Women employment rate has increased very rapidly in India resulting changes in the structure and function of family. Children whose mother is working grow in a different environment as compared to those of non-working mother. Differences in the family environment have great impact on behavior of child.

Parents can lead the way in providing experiences that enhance their children view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationship. Home environment not only influences the academic achievement but also affects the mental condition of a child. On one hand, congenial

home environment supports a child to maintain a good mental health and uncongenial home environment forces her to develop several unpleasant mental conditions, like, tension, anxiety, stress etc., which leads to her poor academic performance. Home environment are often directly connected to academic achievement. Parental absence from home due to employment of both the parents is becoming more and more prevalent in our society, especially in big towns and cities. Maternal employment had both positive and negative impact on the life of Prospective teachers. Moreover during adolescent, the individual is also influenced to great extent by the relationships that inhere amongst the family members; of ours there would be some difference in the families where mothers are working and where they are only housewives. The academic achievement of the Prospective achievement of prospective teachers is also influenced by the maternal employment.

### **FAMILY ENVIRONMENT**

Family environment is the first and perhaps the most enduring context. Adjustment within the family means identifying with models, accepting values, playing out family's roles, developing affection and eventually distinguishing one's values and goals from those held by other family members.

Aggarwal (1997) among various groups, the family occupies the first and the most significant place in the development of the child. Healthy parental relations in the family are a medium for providing wholesome and adjusted personalities responsible for the success.

Jha (2000) family is the primary institutions where children get an opportunity to learn, to interact and socialize with other members. And it is also evident that family environment, type of family, family size, number of children in the family do affect the children behaviour.

### **ACHIEVEMENT MOTIVATION**

Achievement motivation is based on reaching success and achieving all our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto & Elliot, 1997).

Colemann (2001) is of the view that achievement motivation is a social form of motivation involving a competitive drive to meet the standard of excellence Busato, Prins, Elshout and Hamaker (2000) defined Achievement motivation as "the striving tendency towards success with the associated positive effects and towards the avoidance of failure and the associated negative effects".

## **REVIEW OF RELATED LITERATURE**

Review of related literature plays an important role in the field of research. The object of review of related study is to locate and evaluate the past as well as current studies of research concerned with the planned investigation in hand.

### **Research studies on maternal employment and family environment**

Sarita (2003) research studies showed that there is significant difference in the family environment of adolescent children of working and non working mother especially in the area of independence (Ind), moral religious emphasis (MRE) and control (Ctl). She also found that there is significant difference between the academic achievement of adolescent children of working and non working mothers. The adolescent children of working mothers are good in academic than the children of non working mothers.

Rosa & Preethi (2012) the present study was undertaken to study the relationship between Academic stress and Emotional maturity among higher secondary school students of working and Non-working mothers. A sample of 240 higher secondary students from Palakkad and Trissur districts were selected. Academic stress Scale and Emotional maturity Scale were employed to collect the requisite data which was analysed using Mean, S.D., t-test and correlation. The findings of the study revealed that Emotional maturity of children of non-working mothers is less than that of children of working mothers. The study revealed that negligible relationship exists between Academic stress and Emotional maturity of higher secondary school students. Children of working mothers are emotionally matured than children of non-working mothers. Children of non-working mothers are low stressed than children of working mothers. Children of working mothers possess high Emotional maturity 16 and at the same time, they are more indisposed to stress and strain.

### **Research studies on maternal employment and achievement motivation**

Velmurugan k., & Balakrishnan, V. (2013) the present study was conducted to investigate the achievement motivation of higher secondary students in relation to locality and type of family. The study was conducted on a random sample of 600 students studying in Ariyalur and Perambalur districts in Tamil Nadu. The Achievement Motivation Test constructed and validated by Gopal Roa (1974) was used to collect the data. The result of the study reveals that there is no significant difference between the rural and urban school students in their achievement motivation. Also, it is inferred that there is no significant difference between the general stream higher secondary students coming from joint family and nuclear family in their achievement motivation.

Kumari and Chamundeswari (2015) concluded that noteworthy difference was there among gender of students and type of school related to academic performance and achievement motivation.

## **EMERGENCE OF THE PROBLEM**

The review of related studies literature implies that the importance of achievement motivation has raised several important issues for educational researchers. Researchers have come out with varied results at time contradicting with others and at time complementing each other. A complete and comprehensive picture of achievement motivation in relation to employment of mother still seems to be faded. In the last about ten years there has been a flurry of research activities focused on mother's employment during the early years of the child and much if this work has been longitudinal. Most of the studies have examined the effects of maternal employment on their small children. There was a paucity of research examining the effects of maternal employment on the adolescent children. Now when the role of women is changing both within and outside the family, question has been raised regarding the impact of maternal employment on the children. Therefore, the research continues.

Some of these have been taken up for investigation in the present study. These are family environment and achievement motivation. It is apparent that maternal employment has profound implication for our changing social pattern. It is therefore very much relevant to study the effect of maternal employment on various dimensions of senior secondary student's life. There is a need of probing into the problem.

## **OBJECTIVES**

The objectives of the present study are as follow:

- To study family environment of prospective teachers of working and non-working mothers.
- To compare family environment of prospective teachers of working and non-working mothers.
- To study achievement motivation of prospective teachers of working and non -working mothers.
- To compare achievement motivation of prospective teachers of working and non -working mothers.

## **HYPOTHESIS**

- H1 There is no significant difference between the family environment of prospective teachers of working and non-working mothers.
- H2 There is no significant difference between the achievement motivation of prospective teachers of working mother and non-working mothers.

## **TOOLS EMPLOYED**

The following tools were employed for the collection of data:

- Family environment scale, by moos , R.H and moos , B.S(1986)
- Deo Mohan's Achievement Motivation Scale (1985)

## **INTERPRETATION OF RESULTS**

The result indicates that there is significant difference in the family environment of working and non-working mothers. The above results of present study are corroborated by a number of earlier studies which show that there is significant difference between the family environment of prospective teachers of working mother and non-working mothers. The result of present study is supported by the finding of Mathew and Rosenthal (1993) Rogers (1996) Singh (1997) and Sarita (2003). On the whole, these research results suggest that most families accommodate to the mother's employment and in doing so provide a family environment that works well. In two-parent families, the fathers take on a larger share of the household tasks and child care and this seems to have benefits for the children. In the working class, employed mothers indicated a higher level of well-being than full-time homemakers and this, in turn, affects their parenting in positive ways. Even in the middle-class, where employed mothers did not show a higher level of well-being, neither did they show a lower one. While the quality and stability of non-maternal care for infants and young children is important, the mother's employment itself does not seem to have the negative effects often proclaimed. The findings of the present study are partly in consonance with the earlier findings of Sharma (1986, Harwod & Feruson (2000, Akhani et. al (1999) and Attri (2013) who reported that some of the areas of the study habits are affected by maternal employment and some areas are not.

**t- ratio for difference in mean scores of working and non-working mothers on family environment**

<b>Dimensions</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T-ratio</b>	<b>Level of Significance</b>
Cohesion	Working	99	7.08	1.12	3.237	Significant
	Non Working	99	6.57	1.12		
Expressiveness	Working	99	6.45	1.46	.870	Not Significant
	Non Working	99	6.27	1.48		
Conflict	Working	99	6.54	1.35	.851	Not Significant
	Non Working	99	6.37	1.32		
Independence	Working	99	6.26	1.64	3.204	Significant
	Non Working	99	6.94	1.32		
Achievement orientation	Working	99	6.79	1.56	1.066	Not Significant
	Non Working	99	7.01	1.37		
Intellectual Recreation	Working	99	6.43	1.21	4.284	Significant
	Non Working	99	7.11	1.01		
Active Recreational	Working	99	5.90	1.32	8.317	Significant
	Non Working	99	7.29	0.99		
Moral Religious	Working	99	4.92	2.11	2.609	Significant
	Non Working	99	5.57	1.27		
Organization	Working	99	6.84	1.46	1.212	Not Significant
	Non Working	99	6.58	1.58		
Control	Working	99	6.48	1.42	1.737	

	Non Working	99	6.15	1.27		Not Significant
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### Discussion of the results

The result indicates that there is significant difference in the family environment of working and non-working mothers. The above results of present study are corroborated by a number of earlier studies which show that there is significant difference between the family environment of prospective teachers of working mother and non-working mothers. The result of present study is supported by the finding of Mathew and Rosenthal (1993) Rogers (1996) Singh (1997) and Sarita (2003). On the whole, these research results suggest that most families accommodate to the mother's employment and in doing so provide a family environment that works well. In two-parent families, the fathers take on a larger share of the household tasks and child care and this seems to have benefits for the children. In the working class, employed mothers indicated a higher level of well-being than full-time homemakers and this, in turn, affects their parenting in positive ways. Even in the middle-class, where employed mothers did not show a higher level of well-being, neither did they show a lower one. While the quality and stability of non-maternal care for infants and young children is important, the mother's employment itself does not seem to have the negative effects often proclaimed. The findings of the present study are partly agreed with the earlier findings of Sharma (1986, Harwod & Feruson (2000, Akhani et. al (1999) and Attri (2013) who reported that some of the areas of the study habits are affected by maternal employment and some areas are not.

### t - ratio for difference in mean scores of working and non-working mothers on achievement motivation

Dimension		N	Mean	Std. Devia tion	t-ratio
Achievement Motivation	Working	99	156.19	21.19	9.68
	Non-Working	99	130.16	16.30	

### Discussion of the Results

It was found that the mean scores of prospective teachers of working mothers on achievement motivation were higher than the mean scores of students of non-working mothers. However significant difference in achievement motivation mean scores was found for prospective teachers

of working and non-working mothers. The results were in tune with the findings of Amirault (2003) as he revealed that significant difference in motivation levels were observed for two treatment groups. However, the finding is in contrary to those of Kebritchi, Hirumi and Bai (2010) who concluded that no significant improvement was found in motivation of experimental and control group.

## **CONCLUSIONS**

### **FAMILY ENVIRONMENT**

**Hypothesis No.1** there is no significant difference between the family environment of senior secondary school students of working and non-working mothers is rejected.

### **ACHIEVEMENT MOTIVATION**

**Hypothesis No.2:** there is no significant difference between the achievement motivation senior secondary school students of working and non-working mothers is rejected.

These findings depict that the Prospective teachers of working mothers seem to experience a different family environment as compared to those of non- working mothers. This could be due to various factors like time management, role modeling and parental involvement. The achievement motivation of children of working mothers is significantly different from non- working mothers due to different expectations, support systems and motivational strategies used by working mothers.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY:**

The findings of the study revealed that the family environment and the employment status of mothers can have impact on the achievement motivation and overall development of prospective teachers. These results can provide insight for the educational planners and policy makers to prepare supportive environment and interventions while considering the background of prospective teachers.

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