



INTRODUCTION

CHAPTER – I

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The child care presents among working women in Azamgarh district and its effect on children's intelligence level as the research project for women, the greatest accomplishment is motherhood, everything prior to marriage is preparation, everything after motherhood is reward to fulfilling her destined role. The mother is undoubtedly the object of the greatest reverence for her children. Superiority of mother over all other women in the world is admitted and all religions give her exalted position. Mahabharata say that mother excels the father in greatness and in the whole universe there is no preceptor like her (Das, 1962). It is quite true from the every moment of conception the infant is in emotional and mental interaction with his mother. These emotional experiences psychological rather than cultural

in nature give definite shape to the initial structure of its personality in the year to come.

In the past the issue of maternal employment was something that was never really thought of. The primary role of the mothers revolved around the domestic chores of the household, which included her responsibility of the children. In fact the thought of mothers working was almost unheard especially before and during the 1950s. As the years progressed, however, mother grew more and more independent and thus, by 1960s, women made the transition from homemaker to working mother. Mothers were now able to rake in the dough, so to speak and create their own income to support the family. With this new Idea, people seemed to grow concerned as to what kind of effect maternal employment would have on the children. Because of this growing concern, they found that the implications was, and still is, not only a question of whether mothers should or should not hold jobs outside of the home, but also what kind of contexts the child is raised in. To help decide on the outcome of maternal employment, researchers have factored in many other variables ranging from the child's age to how much support a father gives. One cannot simply label or condemn a child as "difficult" or "impossible" simply because the mother has a job. The overall effect includes not only how the

child is being treated outside his mother's care but also what emotions and feelings is the constantly surrounded by when in presence of his mother.

Researches within the field of child development have arrived to two completely different conclusions Belsky and Eggebeen (1991) argued that maternal employment during infancy has negative effect on children's children social behavioral development .contrastingly Stewert (1991) concluded that there are great benefits socially and intellectually when a mother works and has put her child in a childcare centre. Ruhm (2000) and Baydar and Gunn (1991) find that maternal employment has negative effect on children's cognitive development in the early years. Factors that may contribute to these negative effects are income effects, educational levels of the parents, minority rates and other demographic variables such as divorce and living arrangements. The way in which these factors interact with maternal employment may be what is effecting cognitive development in children. In addition, the economic status of a family also seems to have an effect on child development. Studies conducted by Blau (1999) and Harvey (1999) focused on the various income effects on young children. These studies indicate that by itself, income has positive affects on cognitive development in children. However, when

interacting with maternal employment, there seem to be different outcomes. That is maternal employment may have negative effects on children from high income families but positive effects from low income families.

Maternal employment refers to the labour force affiliation of mother's with children 0-18 years. Their term "Maternal employment" includes a wide variety of labour force participation patterns, from full time work to part time work and including contract work as well as working out of the home. It is important to recognize that mother's work situation can change from full time to part time during specific Year. Although the term, maternal employment, suggests a focus on the mother and her force affiliation, the experience of maternal employment is embedded in a family system, therefore, when considering child is out comes it is often critical to examine other issues that pertain to the family system, such as paternal work (Williams & Radin 1993) because these factors may influence the development of children.

In traditional society, women's role was unobtrusive and offered little scope for progress. But the modern system has set values and norms of expected behaviour and role relationship to every individual in the society women have been called upon to play multiple

roles. That of a mother, a wife, a daughter, a homemaker and a friend. Now a day many mothers gain employment either part time or full time leaving their children at home with relative or outside the home (Kapur, 1974) . A healthy infant is born with potential to love, to learn, to communicate to develop and to grow. Without an environment that stimulates protects and nurtures his innate potential to fails to thrive (Trotter, 1974).

Without stimulation and opportunity for concept training, man never able to learn. Without models simulation and opportunity in early life, men never able verbalize. Without exercise and nutrition man never is able to grow.

The dramatic increasment in labour force participation of mothers is commonly regarded as the most significant factor feeling the increased demand for child care services. A person is defined as participating in the labour force if she is working or seeking work. Census Bureau News (2000), reported that a record number of women with children under the age of one returning to the work force. In addition, 36 percent of these women are working in full time position. The first year of a child's life is one of the most critical in psychological and intellectual development.

The increased labour force participation of mothers with younger children has also been dramatic. In 1947 it was unusual to find mother with a preschool age child in the labour force only about 12 percent of mothers with children under the age of 6 were in the labour force.

But in 1999 over 64 percent of mothers with preschool age children were in the labour force, a rate more than five times higher than in 1947. Women with infant children have become unceasingly engaged in the labour market as well. Today, 60 percent of all mothers whose youngest child is under age 2 are in the labor market, where in 1975 less than one third of all such mothers were labour force participants.

The rise in the number of female headed families has also contributed to increase demand for child care services today. Single mother maintain a greater share of all familiar matters with children than in the past. Census data show that in 1970, 11 percent of families with children were headed by a single mother, compared with 26 percent of families with children in 1998. While the number of two percent families with children did not fluctuate much between 1970 and 1998 (25.8 and 25.7 million respectively), the number of female headed families with children almost tripled increasing from 3.4 million families in 1970 to 9.8 million in 1998.

These families headed by mothers were a major source of growth in the demand for child care. (U.S. census bureau, periodically survey)

Mother's attachment to the labor force differs depending on the age of their youngest child and marital status. Among those with children under 18, divorced women have the highest labor force participation rate followed by separated women (CCDF Child Care Development Fund 1995).

Child care is an issue of significant public interest for several reasons. The dramatic increase in the labour force participation of mothers is the most important factor affecting the demand for child care in the last quarter century. Currently in a greater number of American families with children even those with every young child the mother is in paid labour force. Similarly, another increasingly significant trend affecting the demand for child care is the proportion of mothers who are the sole or primary financial supporter of their children either because of divorce or never married.

In addition child care has been a significant issue in recent debates over how to move welfare recipients toward employment and self sufficiency mothers on welfare may have difficulty entering the labour force because of child care problems.

As early childhood comes to an end, habits of obedience should be established, provided children have had consistent discipline. However, young children have not yet developed consciences and as a result they do not feel guilty or ashamed if caught doing something they knew is wrong. Instead, they may be frightened at the prospect of punishment or they may try to rationalize their acts in the hope of teaching children the moral behavior approved by the social group. Its goal is to let children know what behavior is approved and what is disapproved and to motivate them to behave in accordance with these standards. In discipline there are three essential elements namely authoritarian, permissive, democratic.

Authoritarian Discipline is the traditional form of discipline and is based on the old saying that "to spare the rod means spoiling the child". In authoritarian discipline parents and other caretakers establish rules and inform children that they are expected to abide by them. No attempt is made to explain to the children why they must not conform nor are children given opportunities to express their opinions about the falseness or the reasonableness of the rules. If children fail to conform to the rules they are subjected to corporal punishment, often harsh and cruel, which is supposed to act as a deterrent to future rule breaking. Their reason for breaking the rule is

not taken into consideration. It is assumed that they knew the rule and willfully violated it. Nor is it considered necessary to reward them for complying with a rule. This is regarded as their duty and any reward given. It is believed might encourage children to expect to be bribed to do what society regards as their duty.

Permissive Discipline development as a revolt against the authoritarian discipline many adults had been subjected to during their own childhoods. The philosophy behind this type disciplinary technique was that children would learn from the consequences of their acts how to behave in a socially approved way consequently they were not thought rules they were not punished for willful breaking of rules nor were they rewarded for behaving in a socially approved way. There is a tendency on the part of many adults today to abandon this form of Discipline on the grounds that it fails to fulfill all three of the essential elements of discipline.

Democratic Discipline is a tendency to favor discipline based on democratic principle. These principles emphasize the right of the child to know why rules are made and to have an opportunity to express their opinion if they believe a rule is unfair. Blind obedience is not expected even when children are very young. Attempts are made to have children understand the meaning of the rules and the reason the

social group expects them to abide by them, Instead of corporal punishment in democratic discipline an attempts is make to the punishment “fit the crime” in the sense that the punishment is related to the misdeed. Appreciation for attempts to conform to social expectation as spelled out in rules is shown by rewards mainly in the form of praise and social recognition.

Aspects of individual environment may have direct or indirect influence on his ability like social emotional physical and cognitive ability. Home environment provided by mother and parental behavior with the child and some other related factors such as method of maternal control, maternal language, teaching style, maternal affection etc. are significantly correlated with the child’s intelligence or cognitive development.

Intelligence is general mental adaptability to a new problems and new situation of life; or otherwise stated, it is the capacity recognizes appropriately in one’s behavior patterns so as to act more effectively and more novel situation. Thus, the more intelligent person is one who can more easily and more extensively his behavior or changing condition demand; He has numerous possible responses and is capable of greater creative reorganization of behavior, where as the less intelligent person has fewer responses and is less

creative. The more intelligent person can deal with a greater number and a greater variety of situations than the less intelligent; he is able to encompass a wider field and to expand his areas of activity beyond that of the less intelligent.

Second type of definition states that intelligence is the ability to learn. According to this definition then a person's intelligence is a matter of the extent to which he is educable, in the broadest sense. The more check it intelligent the individual is the more readily and extensively is he able to learn hence also the greater is his possible range of experience and activity.

Still others have defined intelligence as the ability to carry on abstract thinking. This means the effective use of concepts and symbols in dealing with situation; especially those presenting a problem to solve through the use of verbal and numerical symbols. Binet's conception of intelligence belongs largely in this category for he maintained that is the capacity to reason well, to judge well, and to self-critical.

It should be apparent that the three foregoing categories of definitions are not and cannot be, mutually exclusive. For the most part, their authors differ in emphasis. Obviously ability to learn must provide the foundation for adjustment and adaptation to changing or new conditions. What may be expected to have learned more or less

from situation he had encountered and to which he had previously made adjustments. For if this were not the case he would have to start a new in every situation which confronted him; there would be no difference between the behavior of an experienced person and that of a novice.

It was revealed that the learning performance of the child was influenced by home environment provided by mother, parental interest in it, encouragement for his ability and parental behavior (Chhiara and Kuamri, 1996).

In the era of equality and independence women are so enthusiastic towards their career that even a single field is not untouched by them. Anyhow they wish to be employed and independent so that they can fulfill their sparkling dream. The modern women are very conscious towards their duty and responsibilities. The most prominent fact is that today both men and women are doing their best to fulfill their necessities of life in well mannered. The research over the forty years shows that the mother's employment status is not so robust a variable that the simple comparison of children of employed and non employed mothers will reveal meaningful differences. Relationships have had to that moderated effects particularly important were social class, the mother's marital status

whether the employment was full or part-time, the parent's attitudes, and the child's gender. Considering the effect of child care practices presents among working women in development of cognition of children study was undertaken to find out the relationship between child care practices and intelligence level of the children. Research on such topic has following objectives -

- 1- To study the family profile of the school going children of working women.
- 2- To study about child care presents among working women.
- 3- To study intelligence level of children of working mothers.
- 4- To analyze the intelligence level of the children with respect to occupation of mother.
- 5- To give suggestions related to child care of children.
- 6- To give suggestion related to intelligence level of the children.