



CHAPTER - 2

REVIEW OF LITERATURE

CHAPTER-II

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This study draws on a number of different studies involving the relationship between child care and children's cognitive development. Maternal employment is an economic factor that can influence variety of environmental conditions, thus affecting the cognitive development of children. Therefore, while it can be speculated that economic conditions seem to be the initial factor affecting child development, psychological aspects also need to be taken into account. Some component affecting child outcome may include maternal employment, socioeconomic standing, the educational level of parents and other demographic variables.

Deve, hypothesized that the following process variable in the home environment are relevant to the education achievement. Work habits of the family, academic guidance and support, stimulation in the home, language development, and academic aspirations and expectation. An overall index of the home environment was found school achievement. These finding have been confirmed cross culturally (Marjoribanks,1972).

The magnitude of the IQ changes resulting from severe malnutrition is apparently similar to those accountable by social factors. (Birch, 1972, Hertzig 1973). Thus there are variations in specific features of a child's home & family environment which may substantially increase or reduce the risk of malnutrition occurring in particular families. According to Ricciah (1982), These differentiating features appears to centre around the primary caregiver mothering competence or the degree to which care practices provide adequate nurturance support for growth and development even under the adverse condition which these families confront.

Ahuja (1973), opined that the social economic and political factor like rural costumes and traditions were opposing girl's education. The attitude of women towards girls was significant.

One reliable finding in the area of maternal employment was that children of working mothers assume more household responsibilities than children of non working mothers (Etough, 1974). This participated in the household work has been found generally to have appositive effect on the development of a sense of responsibility. Durrett O' Bryant, and Penne Baker (1975) and Levine (1979) conclude that permissiveness characterizes the child rearing of Mexican American parents. The findings of other studies, however suggest that traditional values and authoritarian structures are more characteristic of Mexican American child rearing (Kagan and Fnder, 1975; Kearns, 1970). These opposing findings indicate that there may be a broad range of child rearing styles in this heterogeneous population.

Cherry and Eaten (1977), Revealed that there are no adverse outcome if the mother of toddler or older child is employed.

An Important developmental goal for children during the preschool years is the ability to interact independently with then world without a high degree of structure and support from others. For cognitive tasks, this includes developing goals independently and using strategies flexibly for successful goal completion (Brown and Deloache, 1978).

A study conducted by the National council of educational Research & training (NCERT), in 1978 revealed that home variables & children's intelligence account for difference in academic achievement; more ever keeping IQ and socio-economic status (SES), constant, the single most important variable which tilted the balance in favor of school achievement was facilitation of language development in the home. Age and gender difference have also been identified regarding child's ability (Marvin, Rita and Danuta, 1979).

Developmental psychologist described children's behavioral control and initiations of social exchanges as important for self regulation of social competence (Bock and Block, 1980).

Even though children probably do influence their parents to some extent most of the influence goes the other way, from parent to child even in the middle years. Parents simply tell their children how to act & much of the time, children seem to learn from the instruction given by the parents (Radin, 1982).

Maccoby (1980), opined Parents influence their children by praising some of their behavior and disapproving of others.

Hoffman (1983), found Maternal Employment often does influence children's development in someway; however most of these are positive or least not negative. Families with working mothers, for

example divide housework and child care more evenly than do families without employed mothers.

Hoffman (1984), suggested the basis of their research that maternal employment as such usually does children no developmental harm. What does matter is a women's choice about employment. Mother who choose to work or who choose not to work and who live in relatively supportive families apparently do no harm to their children by their employment situation.

Mothers who feel forced either to work or not to work are less fortunate, they report more stressful relation with their children.

How much maternal stimulation an infant receives also makes a difference. In a Study of mother child interactions at home when the babies were one three and nine months old, babies who were judge to be securely attached at one year received a moderate degree of maternal stimulation at each of the ages. Anxious avoidant children received overly high levels of stimulation and anxious resistant children received the lowest level of reciprocal interaction (Belsky et al., 1984).

In a study Desai (1985), established a significant difference in the stimulation levels in homes of children with learning difficulties and those without. In fact many children of working

mother have been found to be superior to the children of non working mother in terms of social and cognitive development. (Easter brook and Goldberg 1985).

Research with fifth through eighth graders found that the type of latchkey arrangement was important as was the way these children spent their time. Children whose after school care was removed from an adult environment and whose parents did not know their where about of or call to check up on them were aware of their plans and who returned to their home rather than hanging out with their peer after school. (Stciberbg, 1986).

Child outcomes are related to women's satisfaction with their decision to work and quality of their employment situation not only to their employment status. (Lerner of Galambos, 1986).

Galiński (1987), found that change in parental attitude has major impact on the quality of relation between primary scholar and their parents.

Pallas et al. (1987), found that high growth of achievement over the first grade is associated prominently with the characteristics of teachers and two characteristics of student's personality/maturity and academic self-image. These findings are encouraging because it is more feasible to make changes in classrooms

and in the climate condition of a family's educational status or parent's attitudes.

Studies report increases in children's language skills [Barnes et al. (1983), Bloom, Rocissano and Hoods (1976) and cooperation Rocissano et al. (1987)] in response to mothers maintaining of their children's topics of interest. Maternal defectiveness has a changing influence with positive relations to children's skills at younger ages.

Hoffman (1989), Maternal employment is a social phenomenon that affects both working and non working mothers and one that has contributed to recent changes in child rearing patterns, such as decreased sex typing of children and increased participation of fathers, even in families where mother are not working.

Kalata (1989), found in his study in terms of effect of maternal employment that the "latchkey" children are at risk for both physical & psychological harm. Often such children live in neighborhoods that are not safe, and a growing number of children as young as seven, eight and nine years old are being recruited by crack dealers. Kharb (1990), studied the school achievement of rural and urban children and found that socio-economic status of the family has positive and very high relationship with school achievement.

A variety of measures are used to assess children's independence in cognitive and social domains. Two cognitive measures include novel problem-solving tasks and independence exploratory play. Both tasks require children to set goals, develop and efficient plan for achieving goals and exercise flexibility when task demands shift. (Landry Copeland, Lee & Robinson, 1990)

Akhtor, Dunham and Dunham (1991), Weevner (1977), Tomasello and Todd (1983), founded that by 3 years of age, children continue to need parental support for their focus of interest but their increased language allows them to express more clearly their problem solving goals; thus less parental direction is needed. Through this international process children gradually learn to share control and influence skill that prepare them for greater independence in cognitive functioning.

Brooks and Gunn (1991), found that there are no adverse effect if the mother of the child is employed it is especially for girls.

Moorehouse (1991), found that when employment places heavy demands on the mother's schedule, children were at risk for ineffective parenting working long hours and spending little time with children were associated with less favorable adjustments

In the social domain, pre school children show

competency through control of their behavior and providing to other information regarding their needs and interests. (Eisenberg et al. 1993, Kopp: 1982).

Radin (1994), reported that more maternal contact was related to higher intelligence and achievement mature social behavior and gender stereotype flexibility.

Chhikara and Kumari (1996), found that school performance of the child was influenced by parental interest in it encouragement for his study and prenatal contact with the school.

Kanitkar (1996), found the discrimination among girl child in household chores dressing getting pocket money or physical environment.

Children's play complexity was more likely to increase following requests where mother maintained rather than redirected children's attention. (Lnadry, et al., 1996).

Learning to develop cognitive goals independently is described by cognitive neurophysiologist as important for executive processing skills. (Denckla 1996, Fuerst 1991).

Kauser and Mahjabeen (1996), conducted a study to examine the effect of maternal employment on the object sorting and object preference on 300 infants and revealed that maternal

employment did not have any effect on sequential touching of object stimuli and object grouping in infants. But has a significant effect on infants amount of time spent in attending to stimulus objects and over all manipulation time with the stimulus objects.

Wolf and Moen (1996), found that African -American adolescent girl whose mother worked during the daughters early years were more likely to stay in school.

Hart et al. (1997), reported that part time employment seen to have benefits for children of all ages probably because it prevent work overload thereby helping mothers meet children's needs.

Cognitive and social skills both requires independents functioning they are separate areas of competency. (Landry, Swank and Denson 1997)

Gottfried et al.(1999), found that children in dual earner households devote more daily hours to doing home work under parental guidance and participate more in house hold chores.

Harvey (1992), both supports and disputes the findings of Baydar and Gunn (1991) Significant results were obtained, however, they differed for high income versus low income families. Harvey (1999), also examined the effects of maternal employment on cognitive development using many of the same listing apparatuses as the

pervious studies mentioned. Harvey (1999), found that maternal employment is beneficial to children in low income families. Perhaps these children receive more stimulation or education in their day care system then they would if they were at home. It can also be inferred that mothers of low-income families are also less educated thus having poorer parenting skills. Thus children of low income families with employed mothers scored higher on the cognitive tests and have less behavioral problems than children of low income families where the mother was not employed. However it was also determined that children in traditional high income families suffered as a result of maternal employment

Duncan and Brooks Gunn (2000), reported that reduced parental involvement and depleted home learning environments profoundly affect poor children's cognitive and emotional well being.

Haffman (2000), found that daughters of employed mothers perceived the women's role involving more freedom of choice and satisfaction were achievement and career oriented.

Tiwari and Singh (2000), revealed that maternal education has a significant effect on cognitive ability of children at preschool stage.

Hoffman (2000), found in a study having a full-time job is not just good for the children; In working-class families, working mothers were less depressed and their morale was higher than that of stay-at-home counterparts. They feel a sense of empowerment. If they are earning money, they feel that disaster is less likely to hit them.

Society for the Advancement of Education, (2000), Mothers who are full-time homemakers are more likely to use either an authoritarian or a permissive parenting style than those who are employed full time, according to psychologist Lois W. Hoffman, University of Michigan, Ann Arbor, co-author of *Mothers at Work: Effects on Children's Well-Being*. Working mothers are more likely to use an authoritative approach that relies on reason, rather than assertions of parental power, and encourage both girls and boys to be independent.

In contrast with full-time homemakers, employed mothers differentiate less between sons and daughters in their discipline style and in their goals for their children, Hoffman found in a study of 369 families. "Across social class, working mothers are more like than full-time homemakers to value independence for their daughters."

In addition to differences in discipline styles between stay-at-home mothers and those who worked full time outside the

home, Hoffman and Lise Youngblade, a psychologist at the University of Colorado at Colorado Springs, found that working moms are more affectionate with their offspring than those who don't have full time jobs. But the children and the mothers reported more maternal hugs, kisses and verbal expressions of affection.

Bark (2003), reported that children of mother who enjoyed their work and remain committed to parenting showed very favorable adjustment a higher sense of self esteem, more positive family and peer relations less gender stereotyped beliefs and better grades in school.

Maternal employment is thought to have negative effects on the cognitive development of children. Possible resulting problems can include deficits in reading ability, slowed language development, and impaired mathematical abilities. Ruhm (2000), used data from the national longitudinal survey of Youth and various cognitive tests in order to assess the effects of maternal employment on child development. This study also added the component of paternal employment. Ruhm (2000), found that maternal employment during the first year of the child's life had a detrimental effect on language development in 3 and 4 year olds and on the mathematical abilities of 5 and 6 years olds. The first year of a child's life may be one of the most

developmentally important. Lack of stimulation, interaction, or bonding with the mother at this stage in life many times leads to cognitive difficulties in the child. Maternal employment separates mother and child thus providing a possible venue for cognitive problems. When considering paternal employment however the opposite was found. The more time fathers spent at home unemployed the more negative affected were the children's cognitive and behavioral development. It was inferred that this occurred because the fathers were not spending time with their children out of choice as they were when they were employed full time.

Singh, Bharat, Anmol (2004), Women in India, today are equal an status to men. They play a vital role in every walk of life. The women who opt a career in life are called working women. They work in all areas like administration, industry, technology, education and even army and police. They have proved themselves equally successful in fields.

Tiwari and Singh (2005), revealed that mothers play a crucial role in the development of cognitive process and maternal education had a significant effect on the cognitive ability on the children at preschool stage.

According to Kshama (2008), Meriland University of

USA revealed through a research that working mothers could not take good care of their children because they have no more time for it, but it is not true.

Himanshu Saxena (2009), it is very important that the time parents gives to their children should proof to be useful to them. They should also involved in every work of child.

Anilkumarkasavan (2010), Eventhough working mother is intrsted to educate her kids it is not possible for her. If she lives in Metropol it is highly impossible.

According to Hoffman (2010), more number of husbands come ahead to share a helping hand and lay shoulders to share activities in childcare and household works, if their wives are working outside. This is what a husband is supposed to do. But most probably, he slips doing so. When a husband finds his wife capable of doing household things all by herself without seeking much help, then the husband do not bother giving time for his family. He even feels that he can skip the household activities because he is working out for such a long time. But when a husband finds his wife working equally hard outside then he deciders to share her responsibilities of childcare and household activities. This is how husbands find themselves bonded to the family and feel good about their small but never negligible

contributions for household issues. Husbands paying more attention to childcare makes them more concerned and motivated. Husbands can teach their children a sense of integrity, more independence, the spirit of fighting against odds in life, professionalism, healthy competition and avoiding those stereotypical men Vs women competencies.

According to Hoffman (2010), having a full-time job is not just good for the children but also for the mother herself. It has been found that mothers working outside are less prone to depression and stress compared to the non-working mothers. They have a high level of morale which they effectively pass on to their offspring. They are more enriched with confidence and empowerment.

Priya (2010), reported that whether mother is working or not she is the first teacher of her children. She has to tell manners relationship how to behave in society after that child has to learn all things. If she is working, she has more chances to explore her child in better way.

Rahul N. (2010), opined that working mother do educate their kids better and a working women get to go out a lot tend to have a lot more experienced and be independent.

Ramesh (2010), it is not possible to educate better their kids. Just imagine in our corporate and competetion world. She have

reach her target. Due to hectic work they will be disturbed mentally. So their maximum concentration will be on job only.

Revathi K.S. (2010), for a working women it is extremely difficult to find time to personally educate their kid though there are exceptions just because a women is a homemakers. It does not mean that she is not educated and not capable of educating her kid better.

Venu (2010), Working woman (other than teachers and government employees) normally don't spend required quality time with the kids.

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