Chapter-V

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IMPLICATIONS OF FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter discusses what may be the benefits derived from the findings obtained. Can they contribute to or support any theory of child development? Or can they have any implication for improving any practice in use with regard to child education or guidance? As no research has any ultimate ending or never a research can be considered perfect, it always implies some scope for improvement. It shows directions of research for further work. This section, therefore, suggests a few suggestions for further research also.

The problem of this investigation was to study the effect of one specific component of home environment, the working mother home environment on the psychological development of the child with special reference to the development of child’s self-concept, hyperactivity and anxiety. It was found that the children of homes of working mothers have more positive self-concepts, are more hyperactive, but in no way significantly different from other children in their levels of anxiety. The implications of these findings are discussed in the following section.

A. Implication of Findings:

The home is the most important and prime social organization which affects the development of the child. Socialization, an important aspect of child’s development begins in the home. The family members, particularly, the mother pass on their attitudes, prejudices and points of view to the child. The mother plays an important role in structuring and generating a quality that qualifies the home environment. It is this total home environment which influences the child’s development. Robert Sears as described by Heary W. Maier (1969) presents a learning theory of child development which places

emphasis on the process underlying the development of the child. It said that the development is the sum total of learning that takes place in case of a particular child in a particular environmental matrix. He held that “development may be considered as a continuous orderly sequence of conditions which create actions, new motives for actions and essential patterns of behaviour”. By 1943 Sears researches in psychoanalytic concepts had convinced him of the significance of parent-child relationship. He places stress on the influence of parents on child’s total environment in the development of child’s personality. To him in case of every child it is the parents child-rearing practices that determine the nature of a child’s development. Personality differences between children are largely related to differences between parents in their access to various forms of information about child-rearing practices. “The family”, according to Sears (p. 170) “is the cause of all subsequent learning for the infant”, “the cause of all kinds of child’s development”. His emphasis is on reinforcement and secondary drives motivations having roots in Hullian Learning Theory. Secondary drives arise from the social influences and cause the development of the child. Child’s learning which forms the part of his development is controlled by the events in his environment, particularly the home environment. The present research’s finding that working mother’s children have more positive self-concepts supports this learning theory of child’s development as constructed by Sears. This is one of the implications of the findings of the present, study i.e., its contribution to psychological theory of learning.

Another implication that may be considered important is that mother’s interaction is, perhaps, of considerable importance for developing positive self-concept in children. The development of positive self-concept is important because this aspect of child’s personality is the basic requirement for subsequent success in life. Positive self-concept functions as a motive-force for achieving specific goals providing vital energy force for working hard towards
the goal. This suggests that the children of non-working mothers should also be
helped to develop skills so as to develop positive self-concepts about their
children’s abilities and powers. This necessitates planned guidance and
counseling programmes for all such children including both who have negative
or poorer self-concept as well as for those who do not have negative or poorer
self-concept but need to boost the same. Such guidance and counseling
programmes are needed even for parents, particularly for mothers who should
be told to realize the importance of their interaction with their children,
particularly in the context of self-concepts. Such programmes for non-working
mothers may be considered more important. Short programmes once or twice a
week consisting of one hours discussion-cum-talk with a counselor may go a
long way to achieve this goal. Teachers of the school may also share this
responsibility, if they are properly motivated and trained.

Since development of self-concept is the foundation on which the future
success of the individual vis-à-vis of the social progress depends the school must
develop a regular programme for identifying children with negative or poor
self-concept and then helping them in as many ways as may be possible for
them.

Another finding of the present study was that the children of working
mothers are more hyperactive as compared to children of non-working mothers.
This finding, too, has some implications for theory building and practice of
teaching-learning.

The theoretical implications lead to the generalization that mother’s
interaction, its frequency and intensity both determine the balanced
development of the child. In the case of present finding the children of working
mother become, most probably, hyperactive because they find considerably
much less time to be in touch with the mother. They develop the habit of keeping themselves busy in other wasteful activities with their classmates and friends. The working mother being away from the home most of the time is unable to give enough needed affection, recognition, attention and feelings of security to the child. This leads him to alienation, frustration and vicarious satisfactions through unwanted behaviours.

The finding has implication for guidance and helping such children. Since, these children are not intellectually poor, it is necessary for their desirable growth and development that their hyperactive behaviours are corrected. For this it is necessary and also a responsibility of the teachers to provide them with effective guidance. The first step in this direction will be to identify such children and then to arrange for their in-depth counseling. Individual counseling as well as group counseling both the techniques may be used. If there is no trained counselor in the school, some able and willing teacher may be assigned this responsibility.

Guidance and counseling of these children alone may not be very effective. It must be supported by the programmes of guidance and counseling for the parents too, particularly for the working mothers. It must be impressed upon them that their awareness in this regard is very necessary. They must be told and explained as to what hyperactivity is, how it can be identified and why it is necessary to correct such hyperactive behaviours of children. This must also be impressed upon them that their close and warm interaction which must be stable, more frequent and intense can go a long way in the direction of correcting their children’s behaviour.

It must be realized by all teachers that hyperactive child is necessarily a challenge for them. Educating such children, though difficult, is a possibility with some good insight and relevant skills.
B. Suggestions for Further Research:

The present research is concerned with the psychological traits of child's development linked with hyperactivity. It has tried to define child's hyperactivity as related to his overt behaviours. A few behavioural characteristics have been specified as indicators of hyperactive child. An attempt was also made to find out how these hyperactive indicators were related to one specific home factor, the working mother. The question as answered comes to be 'whether working mother factor caused hyperactivism in children'. As no one single research can ever be the perfect answer to any problem, particularly, the problems concerning human nature and his behaviour, there emerges from within the work done some new insight and need for further research. A few suggestions in this regard are presented in the following pages.

The first suggestion is that further research should do indepth investigation to define 'who is the hyperactive child'. While reviewing literature related to this concept, this researcher very much felt that the indicators described in the literature were not comprehensive enough. Such behaviours as given and accepted for the present research seemed to this researcher inadequate and felt that there is a need to give more serious thought to and do research on establishing more reliably and validly the identity of the hyperactive child. More research in this direction may, perhaps, build more sound a theory of hyperactivism.

While collecting and analyzing the data, it occurred to this researcher that, since human behaviour has multiple causation, working mother factor alone may not be so strongly associated with the differential characteristics of working and non-working mother's children. In order to reach more reliable conclusions it seems, therefore, desirable to suggest that further research uses
more refined methods of research and analysis in which it is possible to control a few most important other variables correlated with child’s behaviour, particularly the working mothers’ actual attitude and characteristic interaction with the child. All working mothers may not be treating their children alike. Some may be finding time to devote to the care of the child even if employed. In the same way the macro environment around the home, particularly the peer influence may be a potent causative factor influencing hyperactive children’s self-concepts, hyperactivity and anxiety level. Further research must take into account while concentrating on investigations regarding the hyperactive child, at least the most relevant such correlated factors. Apart from parent-child relationship of home environment, socio-economic factor may also be found to be linked with children’s developmental characteristics. This factor is desirable to be controlled if working mothers’ relationship with children’s developmental characteristics is studied.

Working mothers’ factor may influence children’s development in a number of ways. It is not supposed to be confined to only hyperactivity, self-concept and anxiety. Some other characteristics such as children’s aspiration level, motivation, intellectual functioning, sociability, social acceptance, adjustment, mental health, personality needs etc., may also be found influenced by working mothers factor. Further research may seek evidence in this regard also. No one single research can incorporate all these factors in its design. Hence, a number of researches involving three to four factors each may be conducted.

The present study was based on the population of the students of class IX and X only. It would be, perhaps, more desirable to conduct studies on children of lower classes between the ages 5-11. It may be more profitable in the sense that in their case treatment and correction of their hyperactive behaviour may be
more meaningful. Early diagnosis and early treatment principle must be accepted by all.

Also, it is suggested that the present study be replicated at other places even at a larger scale. This will add to the reliability and also to the external validity of the findings obtained on the basis of the present study.

Since, human variables are all interconnected and interdependent, it may be more meaningful to use a more sophisticated design of research such as the factorial design which may yield interaction effects also among these various variables.