



## **Impact of Employment Status of Mothers on Achievement Motivation of Adolescent Children**

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### **Abstract:**

The current trend of growing number of women entering labour market has led to various consequences on the personal, home and family front. Due to long working hours and challenging working environment, women are finding it strenuous to strike a perfect balance between work, home and family. This has greatly impacted on various aspects of their children's personality. One such aspect investigated in this study is Achievement Motivation. It refers to the need, or desire, to do well relative to standards of excellence. Thus it means intensity of desire to excel in certain skill or talent. The present study was conducted to study achievement motivation of 400 adolescent children of ages between 13-16 years of which 200 children were of working mothers and 200 children were of housewives. The sample of 200 was further divided into 100 male and 100 female children in each group. Achievement Motivation (n-Achievement Scale, 1985) scale developed by Pratibha Deo and Asha Mohan was employed. A significant difference was seen in Achievement Motivation of Male and female Adolescents ( $F(1, 396) = 16.67, p < .01$ ) with females showing higher need to achieve. Also, significant difference was found in achievement motivation among children of employed mothers and homemakers ( $F(1, 396) = 6.456, p < .01$ ) adolescent children of employed mothers showed a strong desire for achievement. The obtained results are in consonance with results of similar studies done earlier.

**Keywords: Employment Status of Mothers, Achievement Motivation, Adolescent Children**

**INTRODUCTION:**

With changes in the economic pattern, social transformations such as change in family structure, rise in standard of living due to increased modernization, and increased accessibility to higher education and increased opportunity for employment due to industrialization and technical advancement, women from middle and upper socio-economic background have found a new way of utilizing their skills and talents as well as gain economic independence apart from shouldering family responsibilities.

In the last two- three decades there have been a surge of women entering the organized labour force. These include single women who have just been graduated and is trying to build up their career and also elder women who are married and have a family and raise children. Of the two categories, the elder lot who are married and have children are said to be a vulnerable group who work in challenging environment at work as well as home. They look after the comforts of the family members with dedication as well as work with equal enthusiasm and dedication at their workplaces. One of the vital tasks of these women is raising up children efficiently which may often take a toll on the women's physical as well as mental health. On these lines, a working mother can be defined as a woman with an ability to combine a career with added responsibility of raising a child.

Extensive research have been done in this field of maternal employment and its effect on various aspects of children's personality. Some studies have yielded a positive impact of maternal employment on aspects such as academic achievement (Shafi & Mumtaz,2013), self concept and overall adjustment of their children(Muni & Panigrahi,1997), etc. At the same time, other studies have shown a unhealthy effect of maternal employment on factors such as intelligence (Mody & Murthy,1988; Rees & Palmer,1970), School achievement (Gottfried and Bathurst,1988), cooperation and empathy (Nanda & Monochas,1971), Emotional Stability (Khan and Shah,2015), etc. The present study explores the effect of mothers' employment status on the Achievement Motivation of their children. Also the study tries to explore the gender difference with respect to Achievement Motivation.

**Achievement motivation:**

Achievement motivation is the need, or desire, to do well relative to standards of excellence. It is a concept developed from the works of Psychologists like Henry Murray (1938) who proposed the theory of needs. According to the theory, every Individual has the following four psychosocial needs:

- Need for Power
- Need for Autonomy
- Need for Achievement
- Need for Play

The theory and further study of these psychosocial needs have yielded important insights into what directs human behaviour. A key insight is that people are especially motivated to achieve long-term personal goals and not just short-term goals. Further studies carried out by David McClelland in the 1970's and 80's saw different characteristics in individuals who showed high need for achievement. This characteristic was called Achievement Motivation. Achievement motivation can be said as a vital ingredient necessary for one's success in life. Having a high Achievement Motivation along with the required skills and knowledge is a key to success in a particular field. Another aspect of Achievement Motivation is that it is dependent or specific to task or acquiring of skills in which the individual has interest or orientation. Eg: a child may have high achievement motivation for Sports and may aim for best performance in a particular sport, but the same may show low achievement motivation for academics. There has been extensive research on the influences on students' Achievement Motivation.

**Characteristics Of Individuals With High Achievement Motivation**

In a lecture given by Professor Pamela Braden at Parkersburg's West Virginia University in 2000, several characteristics of individuals with high Achievement Motivation were discussed:

1. Individuals with high Achievement Motivation seek personal responsibility for finding solutions to their problems that is, they take the initiative to find results.

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2. They tend to seek immediate feedback on their performance. They tend to become frustrated if prompt feedback is not received.
3. Individuals with high achievement motivation tend to take calculated risks and take steps in a planned manner
4. They want to stretch themselves, so they set goals in such a manner in which they feel they can attain them certainly. Thus the individuals tend to set goals which are of medium difficulty and the chances of their attainment are high. These individuals do not go for extremely difficult goals which they are not sure to attain.

**Factors Affecting Achievement Motivation**

- **GOALS:** The kind of goals that individuals seek affects their motivation to achieve them in an achievement related situation (Molden & Dweck, 2000).
- **SELF-EFFICACY AFFECTS ACHIEVEMENT:** The motivation to achieve something is also influenced by the expectations the individuals has from his or her abilities. These expectations that the individual has from herself plays a crucial role in meeting long-term goals (Grison.et.al.,2017). This expectation, individuals have from their abilities is often referred to as Self-Efficacy.
- **ABILITY TO DELAY GRATIFICATION :** Achievement motivation is also determined by individual's ability or willingness to avoid immediate gratification. This means that achieving success in a long term goal is possible if the individual is able to avoid events or things which are unrelated to the long term objective but may provide immediate gratification.
- **GRIT :** Another significant factor that is related to a person's ability to achieve long-term goals is grit. Individuals with grit have a deep passion for their goals and a willingness to keep working toward them, even despite hardships and pitfalls (Duckworth, Peterson, Matthews, & Kelly, 2007). Thus depending on how far the individual is courageous and is able to take risks despite obstacles and failures, he or she is able to achieve success.

**Achievement Motivation Among Adolescents:**

Adolescence is a period of rapid physical, psychological and social transformation and also marked by constant learning and acquisition of new skills and talents. At the same time, the period of adolescence can be a time of high risk for children, where their new found freedom may lead to decisions that drastically affect their life- positively or negatively. Thus during this stage achievement becomes important and forms the basis for the forthcoming years. Adolescent period is also said to be a period of constant adjustments in the self, in the family, in the school and the peer group. Thus, in order to develop as healthy individual, the adolescent needs to deal effectively with these challenges. For this, adequate motivation for dealing with these challenges is important. If the adolescent is motivated enough, he or she is able to acquire skills, knowledge and techniques of handling life challenges effectively, to be socially responsible, managing emotions and overcoming failures.

**Review of Literature**

**Steinmayr and Spinath(2009)** analysed the relation between need for achievement and school performance. The sample consisted of 342 German children with a mean age of 16years from schools preparing for university. The results proved the general importance achievement motivation in school context. Achievement motivation proved to be as much important in school performance as intelligence.

**Castenell (1983)** studied eighth graders and attempted to assess whether adolescents of varying backgrounds differ in their levels of achievement motivation. It also investigated whether adolescents are capable of maintaining different levels of achievement motivation across their different areas (School, peer, home), and whether the capacity to do so varies with their race, socio-economic status and sex. It was found that race, gender and class exercise a great influence on specific types of achievement behaviour. Male students showed higher achievement motivation and females in all the areas.

**Wani and Masih (2015)** examined differences in achievement motivation across gender, academic streams and school type (government and private schools) to find out the differences in achievement motivation of students studying in government and private higher secondary

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schools. Results reported that females had a better achievement motivation score. Also a significant difference was seen in the level of achievement motivation with regard to school type with government school students showing higher achievement motivation. Thus the study concluded that for development of strong desire for excellence, both home and school must provide a better psycho-social environment to students.

**Soumita Ranjan(2013)** determined the effect of mother's working status on behavioral problem of primary school children and found that children of working and non- working mothers differed significantly on various dimensions which are cognitive, physical, emotional, social and moral of the behavioural problem measured. A high degree of behavioural problems were seen in children of working mothers. Thus the study concludes by emphasizing on importance of maintaining co-operation and responsibility on the part of parents to enable the children to pass the critical phase of childhood.

**Mahmood Khan and Shah(2015)** explored the difference between adolescent children of working and non-working mothers with respect to emotional maturity. According to the results children of non-working mothers were found to be emotionally mature as they were found to be emotionally stable, emotionally progressive, socially adjusted, have integrated personality and are dependent. On the other hand, children of working mothers were found as emotionally unstable, socially maladjusted, have dis-integrated personality and are independent.

**Method**

**Design:** for the study, 2x2 factorial design was employed where the sample was divided in Group A (boys and girls) and Group B(children of Employed mothers and children of housewives). Thus with two factors (maternal employment and gender), each having two levels, we get the following four categories:

A1B1 (Boys employed mother)

A1B2 (Boys house wife mother)

A2B1 (Girls employed mother)

A2B2 (Girls house wife mother)

**Sample:** A sample of 400 adolescent children of ages between 13-16 years were taken from Nagpur region, out of which 200 children were of employed mothers and 200 children were of housewives. The sample of 200 adolescent children from each group were further divided into 100 male and 100 female children in each group

**Tools:** Achievement Motivation was assessed using the Achievement motivation scale developed by Pratibha Deo and Asha Mohan (2002) for the age group of children between 13 to 20. The scale consists of 50 items of which 37 are positively worded and 13 are negatively worded. The reliability of the scale is computed by test-retest method. The reliability coefficient for mixed group was found to be 0.69, for males it was 0.67 and for female it was found to be 0.78. The item validity established by the high-low discrimination method for whole measure. The coefficient of validity ind3x was found to be 0.54.

**Statistical tools:** Group means were compared with the help of two-way ANOVA. Data was analysed with the help of SPSS version 20 and graphs were prepared using Microsoft word.

Objective of the study:

1. To study the Achievement Motivation of the subjects in relation to gender.
2. To analyse the impact of employment status of mothers on the Achievement motivation of their adolescent children.
3. To study the joint effect of gender and employment status of mothers on achievement motivation of their adolescent children.

Hypotheses of the study:

1. There is a significant difference between boys and girls in relation to Achievement motivation. Girls have a higher Achievement motivation.

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2. There is a significant difference in the achievement motivation of school going children of employed mothers and housewife mothers. Children of Employed mothers show higher Achievement motivation
3. There is a significant effect of gender and employment status of mother on mental health of their adolescent children.

**Result**

To investigate the effect of gender and employment status of mother on achievement motivation of subjects, the data obtained on achievement motivation scale are first analysed by descriptive statistics (Mean and Standard Deviation). Results obtained are reported in the table given below.

Table No. 1

Mean and Standard Deviation values on Achievement Motivation

| Treatment Groups | N   | Mean     | Standard Deviation |
|------------------|-----|----------|--------------------|
| A1B1             | 100 | 149.8400 | 16.05528           |
| A1B2             | 100 | 142.7300 | 18.44613           |
| A2B1             | 100 | 154.0700 | 15.30515           |
| A2B2             | 100 | 152.4800 | 18.44045           |

It is evident from the corresponding mean and standard deviation values that, of the eight classified groups, A2B1 (M=154.07) and A2B2 (M=152.48) scored high on achievement motivation as compared to group A1B2 (M=142.73) and A1B1 (149.84). High mean score indicates high achievement motivation whereas low score indicates low on achievement motivation. From these mean scores it is evident that the group of subjects varied on achievement motivation. Hence in order to investigate the significant difference among treatment means, the data was analysed by Two Way ANOVA. The summary of Two Way ANOVA is given in table No.3 and average Mean values for levels of Main Effect A and B on achievement motivation are presented in Table No. 2

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Figure 1:

Graphical representation of mean scores on Achievement Motivation

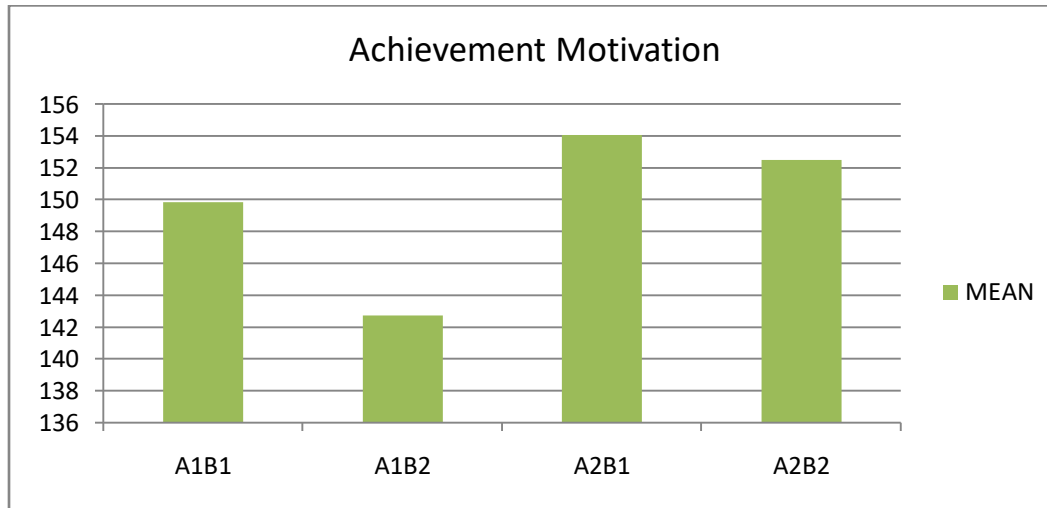


Table No. 2

Showing Average Mean values for levels of Main Effect A and B on Achievement Motivation

| Levels of Main Effect | Mean   | Mean difference |
|-----------------------|--------|-----------------|
| A1                    | 146.28 | 6.99            |
| A2                    | 153.27 |                 |
| B1                    | 151.95 | 4.35            |
| B2                    | 147.60 |                 |

Table No.3

Summary of Two Way ANOVA on Achievement Motivation

| Source          | Sum of Squares | df  | Mean Square | F         |
|-----------------|----------------|-----|-------------|-----------|
| Gender (A)      | 4886.010       | 1   | 4886.010    | 16.671**  |
| Status (B)      | 1892.250       | 1   | 1892.250    | 6.456**   |
| Gender X Status | 761.760        | 1   | 761.760     | 2.599(NS) |
| Error           | 116060.620     | 396 | 293.082     |           |
| Total           | 9097220.000    | 400 |             |           |

(\*\* significant at 0.01 level)

Main effect A represent comparison between boys and girls subjects on achievement motivation; averaged over two levels of B, is significant  $F(1, 396) = 16.67$ ,  $p < .01$ . Because obtained F ratio

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is greater than the required value of F being significant at .01 levels. Thus, from the result we may safely conclude that, the difference between the mean scores of boys and girls are not a factor of chance, the difference is real and trustworthy. Where girl subjects found high on achievement motivation than boys ( $A_2=153.27$  &  $A_1=146.28$ ). Hence this hypothesis stands accepted.

Main effect B corresponds to the comparison between children of employed mother and house wife mother averaged over two levels of A. The obtained F ratio in respect of this factor is significant  $F(1, 396) = 6.45, p < .01$ . Because the obtained F value is exceeding than the required critical value of F needed to be significant at .01 level. Since the average mean difference between children of employed mother and house wife mother on achievement is reliably noticeable, we may safely conclude that the difference between the means cannot be attributed to the chance factor. This difference is quite trustworthy. In this case achievement motivation exist high among the children of employed mother ( $B_1= 151.95, B_2= 147.60$ ). Hence this hypothesis stands accepted.

Interaction AXB found non-significant  $F(1, 396) = 2.59, p > .05$ . Because computed values of F is much smaller than the required critical value of F needed to be significant. Non-significant interaction suggests that, the factor of sex and employment status of mother is independent to each other; they do not interact with each other while yielding achievement motivation.

**Discussion**

The first hypothesis claimed that there was a significant difference between adolescent boys and girls with respect to Achievement Motivation and that girls would be higher on this scale. The hypothesis stands true as the obtained F ( $F= 16.67, df=1, p < 0.01$ ) value is greater than the value of F required to be significant at 0.01 which means there is a significant difference between achievement motivation of adolescent boys and girls with girls showing higher level of achievement motivation than boys. This result corresponds with results of study by Wani and Masih(2015) and Aminabhavi and Hangal (2007) which says that adolescent girls have a higher level of achievement motivation than boys. Girls have a high need for achievement and have

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high aspirations. This phenomenon can be explained by the 'mother-as-a- role model' model proposed by Lois Hoffman(1973) which says that since children learn gender roles from their parents as the father being the bread winner and the mother being the nourisher of the house. However, if they see their mothers are also playing the role of a breadwinner by working outside the house, it provides the children a different perspective on gender roles. Thus the children, especially females will view their mothers as a role model and will aspire to become like her. This in turn will raise their self-concept and look for newer avenues for development of various skills required for a career. This will be reflected in their strong need for achievement.

If they are given adequate opportunities to realize and develop their potentials, they definitely succeed in their chosen field.

For the second hypothesis which said that there was a significant difference between achievement motivation of adolescent children of working mothers and housewife mothers. The obtained F ( $F= 6.456, p<0.01$ ) value is greater than F value required for significance. This means that there is a significant difference between achievement motivation of adolescent children of working mothers and housewives. Also the children of employed mothers showed high level of achievement motivation than the children of homemakers. The results corroborate with the results of Goswami(2000), Sharma and Sharma(2010), Shafi and Mumtaz(2013), Anu Dandona(2016), etc. K. Powell(1963) in his study found similar results. Powell proposed two explanations for this phenomenon. First, employed mothers themselves have a high need for achievement which is reflected in their concern of their families getting ahead which primarily include their children. This sense of achievement is reflected in their children is much stronger than housewives.

The second reason was that employed mothers are exposed to new and varied ideas and experiences which help in widening their horizon which leads to a cultural enrichment in their home environment and provides opportunities for enhancement of skills which in turn helps in development of a high need for achievement.

The third hypothesis assumed that there was a interaction effect of gender and maternal employment on the achievement motivation of their adolescent children. The obtained F ( $F=$

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2.599,  $p > 0.05$ ) value of interaction is less than the critical value of F required for significance. Thus we can say that sex and employment status of mothers are independent factors and do not interact.

**Conclusion:**

The obtained results show that there is a significant difference in male and female adolescents with respect to achievement motivation and that girls tend to have a high Achievement motivation than boys. Also children of employed mothers have a high achievement motivation than the children of housewives. Thus it may be concluded that gender and employment status of mothers has a high impact on the children.

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