

## Effect of Early Childhood Care and Education on the Social Adjustment Among V<sup>th</sup> Class Students in Relation to Family Structure and Working Status of Mothers

Dr Amit Kauts<sup>1</sup>, Dr Deepa Sikand<sup>2</sup> and Ms. Daljeet Sheetak<sup>3</sup>

<sup>1</sup> Professor, Department of Education, Guru Nanak Dev University, Amritsar

<sup>2</sup> Associate Professor, Department of Education, Guru Nanak Dev University, Amritsar

<sup>3</sup> Assistant Professor, MGN college of Education, Jalandhar

**Abstract:** This study intends to study the effect of Early Childhood Care and Education on the social adjustment among V<sup>th</sup> class students in relation to family structure and working status of mothers. In the present study, 378 students of V<sup>th</sup> class from the 10 schools (5 government and 5 private) were selected from Jalandhar city. The students were classified on the basis of exposure to Early Childhood Care and Education along with their family structure and working status of mothers. Questionnaire for social adjustment was filled by the teachers as a tool for assessing the social adjustment of school students. 2x2x2 factorial design was employed on the scores of social adjustment of children in relation to Early Childhood Care and Education, family structure and working status of their mothers. The findings of the study revealed that Children who are exposed to ECCE are more socially adjustable than children without ECCE. Children who are brought up in joint family structure are more socially adjustable than children brought up in nuclear family. Children who are exposed to ECCE and are belonging to working mothers are more socially adjustable than children who are not exposed to ECCE. Further children belonging to joint family and working mother are more socially adjustable than children belonging to joint family with non working mothers as well as children belonging to nuclear families with working as well as non working mothers.

**Keywords:** Early Childhood Care and Education, family structure, working status of mother, social adjustment.

### Introduction

**Background and Rationale:** Education is an essential mechanism for the development of human beings. It mainly enlarges, enriches and improves the individual's image of the future.

A man without education is not a human but an animal. Early Childhood Care and Education which extends from two to six years of age is a period of great importance where the child seeks to acquire control over the environment. He starts preparing himself for exploring his environment to know its components and to know how it works. This period is also very ideal for learning. A child thus acquires new knowledge and skills through his curiosity, ideas, adventure, skills and activities. Educationally this period is therefore very significant and makes a way for an effective learning for his future life. Thus, these few years of life are the critical years of human life since the rate of development and learning in these years is more rapid than at any other stage of human development. The importance of the early years of a child also helps in the establishment of platform for children's learning and achievement outcomes in his later life for long term has been acknowledged at national and international levels (Shonkoff & Phillips, 2000).

### **Early Childhood Care and Education (ECCE)**

ECCE makes a constructive input to children's long-term development and learning by facilitating a stimulating environment for his lifelong learning. Parents at home provide a caring and loving environment for two and half year of initial stages where the child is not getting any kind of formal education. In a country like India values have given an utmost importance and thus values are the foundation stones for the rich heritage, cultures and traditions and thus parents make the child learn all the basic social skills and inculcate the moral values in the child at his initial years. In the past times, the moral values or the 'sanskaras' were transmitted mainly within families, through the traditional child caring and rearing practices which were commonly shared and passed on from one generation to another, But however, there have been changes in the family structure as well as the social context in the last few decades. Early childhood development is thus now can be acknowledged as the most important period of human life in terms of learning, expansion of human capabilities and achievement of human potential, because at this stage changes occurs rapidly in the social, emotional, physical, cognitive and other areas of development, which in turns lays the foundation for later development. The Bernard van Leer Foundation along with others has also compiled certain evidences about the critical and rapid changes in the early stage of life. The positive impact of

early childhood development on the social participation in primary school and higher schools is well documented in many studies (Arnold, 2007; Mustard, 2005; Young, 2002). Researches in the neuroscience confirms that the crucial brain development occurs in the form of establishment of neural synaptic connections and pathways more particularly in the first 3 years of life (Shonkoff, & Phillips, 2000; Mustard, 2007). The National Scientific Council on the Developing Child (2010) also confirms that the significant aspects of brain architecture begin to be shaped by the experiences before and soon after the birth of the baby.

Thus, a good start in the early childhood setting and in the primary schools plays an important role for success in higher education and development. It is also recognized that children who effectively adjust to school and have positive relationship with the classmates and teachers, are probably to experience school success. Scarr (1987) found that children from better quality programs were more sociable, less anxious and are more tasks oriented. Helburn (1995) and colleagues reported that children in higher quality settings confirmed more highly developed social skills, were more constructive towards their child care experiences, and had good relationships with their teachers. Barnett (2004) found that Good preschool education is likely to increase cognitive abilities of child, improve his achievement in school and his class room behaviour among children. Kaul (2002) found that researches suggest that pre primary education is very important for the growth and development of young children before they go into formal school. Ramachandran et al., (2003) found that Pre-primary education is considered to be very important for the child as it is the primary step towards entering the world of information as well as a healthy and purposeful life. Pre-primary education thus helps a child to become more independent and secure as well as promoting the overall and all-round development of the children.

## **Family Structure**

Family is the first learning source for a child. It plays an important role in the growth and development of the child. Family is basically the social group that develops the skill of socialization in the child. Right from the birth of the child, he is much influenced by the family members.

Family structure is seen as the arrangement of roles, status and powers of various family members and their inter relationships within in the family. In India there is either joint families or nuclear families. The traditional family is the one living jointly and inclusive of members from different generations. The nuclear type of family is the one, in which the group consists of a male, his wife and their children. In nuclear families the concept is ‘me my wife and my children’ and with no space for others is at alarming rate. The feeling of community has disappeared. Modern progresses and advancement bring distinctive way of attitude and outlooks; this cause increasing frustration levels and low acceptance level among the younger generation. In the process of progressive growth an individual has to depend on the family to some degree for his needs and duties.

According to Smart and Smart (1980), “Each family is unique in the expectations of the people in various roles, in its pattern of interaction, its history of development, and its relationship with other systems”. According to Eitzen (2003),” Family is the construct of meaningful relationships.” In Joint families, the association of relatives acts as a close knit community. Joint families include aside from parents and their children- spouses of children, uncles, aunts, and cousins. In a study conducted by Datta & Maheshwari, 1996 in Mumbai, 43% of the both earners depended on their family that is the grandparents for child care. So, if the grandparents live in the same house, the mother faces no conflicts in leaving child with them because the child does not have to change the environment and home. It is also found that many parents are only weekend parents due to their work and their children stays all week with grandparents.

Joint families are still continues to be the major sociological phenomena. Now days, there is a gradual change in the family structure of urban India towards a nuclear pattern. Gore in 1968 has observed that the Indian joint family is changing rather than breaking down. Indeed, even where the traditional joint family system has broken into nuclear units and further it has given rise to a adapted or new type of joint family system with the same moral values. Datta (1994) found that within the home setting, child care is also done by employing ‘Maid’ or Ayah’ who will look after the children and also do household tasks. However the children under this form of care are very low on intelligence and social maturity tests as compared to other children in other forms of child care. Fuller and others (2001) have found that Grandparents and mainly grandmothers often play important roles in the lives of their grandchildren, especially during early childhood. In a study, Barnett et al., (2010); Elder & Chan, (2000) found that Maternal

grandmothers in particular are highly concerned with young grandchildren and thus they may influence grandchildren's adjustment in the direct or indirect way.

The term nuclear family developed from the western world to differentiate the family group. Nuclear families can be of any size. Grief (2005) stated that the term "nuclear" was used because of its original Latin meaning, "kernel" or "nut." Generally, the tendency to move from the joint to the nuclear family has been supported by the increase in western values. The Workload is equally shared among the members. Earlier, it was supposed that the man was the supplier in the family and the woman the homemaker but now a days; women are also turning out in large numbers in the work force due to financial necessity. This is the main reason that traditional joint families are changing up into nuclear families. Viguer, Carlos, Sandra, José, and Esperanza (2010), found that Grandparents tend to be more involved and intimate in the joint families and helps the child when needed. Regarding social development, while the grandchild is young, the grandparents' main roles are helping with his or her care, developing play behaviours, and stimulating them cognitively and emotionally, thus contributing to their affective, cognitive and social development and social adjustment.

### **Working Status of Mothers**

One may define a working mother as a woman with the ability to combine a career with the added responsibility of raising a child. Within this broad term we may include two different categories of working women- one who stays at home and work from there and secondly the women who works away from the home and at the same time performs her maternal responsibilities and duties. The necessities of daily life often force both the parents to work. A well qualified woman may wish to work to maintain an effective career and can be financially independent. The single working mother is a combination of these entities, working not only to run the family, but also maintaining her position as a financially independent head of the family.

It has been found that there is some social adjustment differences between children with employed and non employed mothers, but with less consistency. The daughters of employed mothers have been found to be more independent and mainly in interaction with their peers in a school setting and to score higher on socio emotional adjustment measures.

According to Lyn Crage (2006) those mothers who are highly educated and are working, they are likely to be more sensitive towards their children. Youngblut *et al.*, (1998) found that the effects of working status of mothers on children are occasionally positive and occasionally negative. Cohen (1978) found that non working mothers showed more positive attentiveness than that of working mothers. Baya and Ruby (1993) found that working status of mothers has no significant effect on the child's performance in school.

## Social Adjustment

Life is a constant process of adjustment. Every day we make numerous adjustments internally and externally and most of them are significant. Adjustment is the process by which any living organism acquires a particular way of behaving or changes an existing form of behaviour or action. It is an important factor in our life and also in educational institutions. Behaviour is an effort towards adjustment. External adjustment involves adjustment to different types of situations. Adjustment means to fit and to make oneself adapted. Environment includes everything of the person with which he is in some relation. How an individual behaves in a situation depends upon his personal characteristics and the situation. Adjustment is dynamic rather than dynamic in quality. A person changes with the change in the environment. Likewise, individual adjusts to social pressures during his infancy, childhood and adulthood. Basically, every individual is adjusted to external as well as internal demands. A well adjusted person is one who takes the right decisions. The concept of adjustment is as old as human race. Psychologists and scholars differ considerably in interoperating its meaning and nature from the following definitions:

The general meaning of the word adjustment is to fit and to make oneself suitable for one's environment or surroundings. Adjustment is the outcome of the individual's efforts to deal with stress and meet his needs.

According to Symonds (1980), Adjustment has been defined as a "satisfactory relation of an organism to its environment". Miksell and Hanson (1992) define adjustment as "fitting well into the environment". Ladd (1996) found that children's interpersonal associations accts an important role in their school adjustment and development. Clarke-Stewart (1991) stated that children who attended the childcare centres were more socially and intellectually advanced

than children who were cared for at home by their mothers or other care givers. Bayder and Brooks-Gunn (1991) found negative effects of maternal employment on behaviour problems of the children of employed mothers. Dyahadroy (2007) reported that psychosocial development of the daughters of the employed mothers is lower than the daughters of the non-employed mothers. It is also been studied that the quality of children classroom peer relationships serves either as support or as stressor for the children as they attempt to adjust to demands of school environment. At the end it can be said that when students experience a sense of belongingness at the school, having supportive relationships with teachers and other classmates and all the children are motivated to participate actively and appropriately in the classroom, the students are well adjusted in the school.

In order to study the interaction in the above variables, the present study has been entitled as: Effect of Early Childhood Care and Education on the social adjustment among V<sup>th</sup> class students in relation to family structure and working status of mothers.

## Objectives

The study has been designed to attain the following objectives:

1. To study the effect of Early Childhood Care and Education on the social adjustment of the 5<sup>th</sup> class students in relation to family structure i.e. joint/nuclear family and the working status of mothers.
2. To study the interaction among the Early Childhood Care and Education, family structure and working status of mothers on the scores of social adjustment.

## Hypotheses

Following hypotheses have been proposed to achieve the objectives of the present investigation:

1. There is no significant difference in the social adjustment of the students with or without Early Childhood Care and Education; between children of working mothers and those of non-working mothers; brought up in joint family and nuclear family structure.

2. There is no significant interaction among the children exposed to ECCE, family structure and working status of mothers on the scores of social adjustment.

## Method

### Research methodology

Early Childhood Care and Education, Family Structure and Working Status of Mothers were studied as independent variable which were further used as the classificatory variables i.e. Early Childhood Care and Education (ECCE / without ECCE), family structure (joint family (JF) / nuclear family (NF)), working status of mothers (working mothers (WM)/ non working mothers (NWM)). Social Adjustment (SA) was studied as dependent variable.

### Population and Sample

The present study involved a sample of 378 randomly selected students of 5<sup>th</sup> class from 10 schools (5 private schools and 5 government schools) of Jalandhar City.

### Tools and techniques

Collected data was analysed with the help of Statistical techniques like mean, standard deviations, t-ratios and ANOVA. 2x2x2 factorial design was employed on the scores of social adjustment of children in relation to Early Childhood Care and Education, Family Structure and Working Status of their Mothers.

### Procedure of data collection and analysis

In the present study, after selecting the schools, the teachers of 5<sup>th</sup> class were asked to fill the questionnaire on social adjustment based on the behaviour shown by the students in their classrooms and outside their classrooms.

## Results

The social adjustment was taken as the dependent variable therefore the means, standard deviations were calculated and ANOVA was employed on the scores of social adjustment. The details are presented in the following tables:

**TABLE 1**

**Means, Standard Deviations of Sub Groups For 2x2x2 Design of ANOVA On The Scores of Social Adjustment of Child In Relation To Early Childhood Care And Education, Family Structure And Working Status of Their Mothers**

		W/O ECCE	ECCE
JF	WM	M1 = 71.6 $\sigma_1 = 8.37$ N1 = 40	M3 = 80.58 $\sigma_3 = 10.22$ N3 = 36
	NWM	M2 = 74.6 $\sigma_2 = 10.53$ N2 = 32	M4 = 70.82 $\sigma_4 = 10.93$ N4 = 46
NF	WM	M5 = 71.08 $\sigma_5 = 7.38$ N5 = 48	M7 = 69.66 $\sigma_7 = 8.08$ N7 = 63
	NWM	M6 = 70.00 $\sigma_6 = 6.70$ N6 = 61	M8 = 74.96 $\sigma_8 = 10.28$ N8 = 52

In order to analyse the variance in effect of Early Childhood Care and Education in relation to family structure and working status of mothers, the obtained scores are subjected to ANOVA and the results have been presented below in the Table 2:

**TABLE 2**

**Summary of ANOVA For 2x2x2 Design On The Scores Of Social Adjustment of Children In Relation To Early Childhood Care And Education, Family Structure And Working Status of Their Mothers**

SOURCE OF VARIATION	SS	df	MSS	F-Ratio
ECCE (A)	<b>344.2</b>	<b>1</b>	<b>344.2</b>	<b>4.258*</b>

Family structure (B)	<b>729.61</b>	<b>1</b>	<b>729.61</b>	<b>9.026**</b>
Working status of mothers (C)	<b>6.26</b>	<b>1</b>	<b>6.26</b>	<b>0.077</b>
AXB	<b>233.35</b>	<b>1</b>	<b>233.35</b>	<b>2.886</b>
BXC	<b>685.39</b>	<b>1</b>	<b>685.39</b>	<b>8.479**</b>
AXC	<b>612.0</b>	<b>1</b>	<b>612.0</b>	<b>7.571**</b>
AXBXC	<b>1370.13</b>	<b>1</b>	<b>1370.13</b>	<b>16.95**</b>
Error (Within)	<b>29909.67</b>	<b>370</b>	<b>80.83</b>	
TOTAL	<b>33890.61</b>	<b>377</b>		

\* Significant at the 0.05 level of confidence

\*\* Significant at the 0.01 level of confidence

## Main Effects

### Early Childhood Care and Education (A)

It may be observed from the Table 2 that F- ratio for the difference between means of ECCE and without ECCE on the scores of social adjustment was found to be significant at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (1), namely, “there is no significant difference in the social adjustment of the student with and without Early Childhood Care and Education”. Further the analysis of the means from the Table 1 suggest that means of social adjustment of children who are not exposed to ECCE is less than children who are exposed to ECCE, meaning thereby children who are exposed to ECCE are more socially adjustable than children without ECCE. The findings are in tune with the studies of Scarr (1987) which showed that children who are from better quality programs i.e., like early childhood care and education centres are more sociably adjustable.

**Family structure (B)**

It may be observed from the Table 2 that F- ratio for the difference between means of children belonging to joint family and nuclear family on the scores of social adjustment was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (1), namely, “there is no significant difference in the social adjustment of the children who are brought up in joint family and nuclear family”. Further the analysis of the means from the Table 1 suggest that means of social adjustment of children brought up in nuclear family structure is less than the children who are brought up in joint family structure, meaning thereby children who are brought up in joint family structure are more socially adjustable than children brought up in nuclear family.

The findings are in tune with the study of Viguer, *et al.*, (2010) which reflected that grandparents or the joint family plays important role in the development of child during the early years. Thus the children who are brought up in joint family learn social skills at home and thus are better adjusted than those children who are brought up in nuclear family.

**Working status of mothers (C)**

It may be observed from the Table 2 that F- ratio for the difference between means of children of working mothers and non working mothers on the scores of social adjustment was not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the Hypothesis (1), namely, “there is no significant difference in the social adjustment between children of working mothers and those of non working mothers”.

**Interaction Effects****ECCE and Family Structure (AXB)**

It may be observed from the Table 2 that F- ratio for the interaction between the ECCE and the family structure on the scores of social adjustments was not found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the

Hypothesis (2), namely, “there is no significant interaction between ECCE and family structure on the scores of social adjustments”.

### **Family Structure and Working Status of Mothers (BXC)**

It may be observed from the Table 2 that F- ratio for the interaction between the family structure and working status of mothers on the scores of social adjustment was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (2), namely, “there is no significant interaction between family structure and working status of mothers on the scores of social adjustment”. To further analyse the significance of difference in various cells, means and standard deviations on the scores of social adjustment in relation to family structure and working status of mothers is presented in the Table 3:

**TABLE 3**

### **Means And Standard Deviations on The Scores of Social Adjustment In Relation To Family Structure And Working Status of Mothers (BxC)**

	<b>WORKING MOTHERS</b>	<b>NON WORKING MOTHERS</b>
<b>JF</b>	M1 = 76.09	M2 = 72.71
	S.D.1 = 9.29	S.D.2 = 10.73
	N1 = 76.00	N2 = 78.00
<b>NF</b>	M3 = 70.37	M4 = 72.48
	S.D.3 = 7.73	S.D.4 = 8.49
	N3 = 111.00	N4 = 113.00

Further t-ratios have been computed to know the inter cell differences in which the F- ratio for the interaction was found to be significant. t- ratios are presented in the Table 4:

**TABLE 4****t - Ratios For The Difference In The Means In Various Cells On The Scores of Social Adjustment In Relation To Family Structure And Working Status of Mothers**

Subgroups	Mean Difference (D)	S.E <sub>D</sub>	t – Ratio
M1-M2	<b>3.38</b>	<b>1.61</b>	<b>2.09 *</b>
M1-M3	<b>5.72</b>	<b>1.3</b>	<b>4.4 **</b>
M1-M4	<b>3.61</b>	<b>0.79</b>	<b>4.56 **</b>
M2-M3	<b>2.34</b>	<b>1.41</b>	<b>1.65</b>
M2-M4	<b>0.23</b>	<b>1.44</b>	<b>0.15</b>
M3-M4	<b>2.11</b>	<b>1.08</b>	<b>1.95</b>

\* Significant at the 0.05 level of confidence

\*\* Significant at the 0.01 level of confidence

It may be observed from the Table 4 that means of sub groups of social adjustment shows that t- ratios are significant in subgroups M1-M2, M1-M3, M1-M4. Mean analysis shows that in case of children belonging to joint family and working mother are more socially adjustable than children belonging to joint family with non-working mothers as well as children belonging to the nuclear families with working and non working mothers. Thus we can say children belonging to joint family are more adjustable than nuclear family. This is in tune with the studies of Viguer, Carlos, Sandra, José, and Esperanza (2010), which shows that Grandparents tend to be more involved and intimate in the joint families and helps the child when needed. Regarding social development, while the grandchild is young, the grandparents' main roles are helping with his or her care, developing play behaviors, and stimulating them cognitively and emotionally, thus contributing to their affective, cognitive and social development and social adjustment.

**ECCE and Working Status of Mothers (AXC)**

It may be observed from the Table 2 that F- ratio for the interaction between the ECCE and the working status of mothers on the scores of social adjustment was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (2), namely, “there is no significant interaction between children exposed to ECCE and

working status of mothers". To further analyse the significance of difference in various cells, the means and standard deviations on the scores of social adjustment in relation to ECCE and working status of mothers is presented in the Table. 5:

**TABLE 5**

**Means And Standard Deviations On The Scores Of Social Adjustment In Relation To Ecce And Working Status Of Mothers (AXC)**

	<b>WORKING MOTHERS</b>	<b>NON WORKING MOTHERS</b>
<b>W/O ECCE</b>	M1 = 71.34 S.D.1 = 7.78 N1 = 88	M2 = 72.3 S.D.2 = 8.615 N2 = 93
<b>ECCE</b>	M3 = 75.12 S.D.3 = 7.73 N3 = 99	M4 = 72.48 S.D.4 = 8.49 N4 = 98

To further analyse the significance of difference in various cells, t-ratios have been computed to know the inter cell difference due to which the F- ratio for the interaction was found to be significant. t- ratios are presented in the Table 6:

**TABLE 6**

**t - Ratios For The Difference In The Means In Various Cells On The Scores of Social Adjustment In Relation To Ecce And Working Status of Mothers (AXC)**

Subgroups	Mean Difference (D)	S.E <sub>D</sub>	t- Ratio
M1-M2	<b>0.96</b>	<b>1.21</b>	<b>0.793</b>
M1-M3	<b>3.78</b>	<b>1.23</b>	<b>3.07 **</b>
M1-M4	<b>1.55</b>	<b>1.35</b>	<b>1.148</b>
M2-M3	<b>2.82</b>	<b>1.27</b>	<b>2.22*</b>
M2-M4	<b>0.59</b>	<b>1.38</b>	<b>0.42</b>
M3-M4	<b>2.23</b>	<b>1.40</b>	<b>1.592</b>

\* Significant at the 0.05 level of confidence

\*\* Significant at the 0.01 level of confidence

It may be observed from the Table 6 that means of sub groups of social adjustment shows that t- ratios are significant in subgroups M1-M3, M2-M3.

The interpretation is as follows:

1. The children who are exposed to ECCE and are belonging to working mothers are more socially adjustable than children who are not exposed to ECCE.

## Second Order Interaction

### Ecce, Family Structure and Working Status of Mothers (AXBXC)

It may be observed from the Table 2 that F- ratio for the interaction among the ECCE, family structure and the working status of mothers on the scores of social adjustment was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (2), namely, “there is no significant interaction among the ECCE, family structure and working status of mothers on the scores of social adjustment”. To further analyse the significance of difference in various cells, t-ratios of various inter cell difference have been calculated and are presented in the Table 7:

**TABLE 7:**

**t - Ratios For The Difference In The Means In Various Cells of 2x2x2 Design On The Scores of Social Adjustments In Relation To ECCE, Family Structure And Working Status Of Mothers (AXBXC)**

Subgroups	Mean Difference (D)	S.E <sub>D</sub>	t- Ratio
M1-M2	3.00	2.28	1.31
M1-M3	8.98	2.15	4.176**
M1-M4	0.58	2.08	0.278
M1-M5	0.52	1.69	0.30
M1-M6	1.60	1.57	1.01
M1-M7	1.94	1.66	1.01
M1-M8	3.36	1.94	1.73

M2-M3	3.78	2.51	1.50
M2-M4	3.78	2.45	1.54
M2-M5	3.52	2.14	1.64
M2-M6	4.60	2.04	2.25*
M2-M7	4.94	2.11	2.34*
M2-M8	0.36	2.34	0.15
M3-M4	9.76	2.34	4.17**
M3-M5	9.50	2.00	4.75**
M3-M6	10.58	1.90	5.56**
M3-M7	10.92	1.97	5.54**
M3-M8	5.62	2.21	2.54*
M4-M5	0.26	1.92	0.135
M4-M6	0.82	1.82	0.45
M4-M7	1.14	1.90	0.60
M4-M8	4.14	2.14	1.93
M5-M6	1.08	1.36	0.79
M5-M7	1.42	1.46	0.97
M5-M8	3.88	1.77	2.19*
M6-M7	0.34	1.32	0.25
M6-M8	4.96	1.66	2.98**
M7-M8	5.3	1.74	3.04**

\* Significant at the 0.05 level of confidence

\*\* Significant at the 0.01 level of confidence

It may be observed from the Table 7 that means of sub groups of social adjustment shows that t- ratios are significant in subgroups M1-M3, M2-M6, M2-M7, M3-M4, M3-M5, M3-M6, M3-M7, M3-M8, M5-M8, M6-M8 and M7-M8.

#### The interpretations are as follows:

1. Children who are exposed to the ECCE and are belonging to the joint family structure and have working mothers are more socially adjustable belonging to the joint family and non working mothers.

2. Children who are exposed to the ECCE and are belonging to the joint family structure and have working mothers are more socially adjustable than those children who are not exposed to the ECCE.
3. Children who are exposed to the ECCE and belong to the nuclear family and having non working mothers are more socially adjustable than children belonging to the working mothers of nuclear families.
4. Children who are exposed to the ECCE and belong to the nuclear family and having non working mothers are more socially adjustable than those children who are not exposed to ECCE.
5. Children belonging to the working mothers of nuclear families and are exposed to ECCE are more socially adjustable than children who belongs to the nuclear families with non working mothers.
6. Children who are exposed to the ECCE are more socially adjustable than those who are not exposed to the ECCE.

### **Discussion of the results and implications of the study**

The major findings of the present study demonstrated that Children who are exposed to ECCE are more socially adjustable than children without ECCE. It clearly reflects that those children who attends the pre school or receive the early childhood care and education are more better fitted into the dynamic or changing needs of the society. These children can easily adapt themselves according to their surroundings and has positive attitude towards the society. In the early childhood care centres the child is exposed to so many activities that he gradually learns to adapt himself into those activities and events.

Children who are brought up in joint family structure are more socially adjustable than children brought up in nuclear family. Not only exposure to ECCE but the family also plays an important role in the development of the child. The Indian culture advocates the joint family structure where the grandparents, uncle aunts, parents are living together in a single house. Home is the first learning place for the child where he learns so many things and the grandparents provide the necessary early education in the form of stories, poems and anecdotes from their childhood memories. In this way the child learns to get socialize with all the family members and forms the strong ties and bonds with them.

Another finding indicates that children who are exposed to the ECCE and are belonging to the joint family structure and have working mothers are more socially adjustable belonging to the joint family and non-working mothers. If the child is getting the ECCE and at the same time, he is living in the joint family setup, he is better behaved, socially acceptable and socially adjustable because the children know the situations and the conditions around him. He is learning from the ECCE as well as from his grandparents or uncle aunts.

In case of Children who are exposed to the ECCE and belongs to the nuclear family and having non working mothers are more socially adjustable than children belonging to the working mothers of nuclear families. Nuclear family includes only mother, father, child and his siblings. Thus the child is not exposed to the other family members as frequently as the child belonging to the joint family. If the mother is not working and is staying at home, she can better take care of her children and is readily available to the child in any case. She can teach the child some social values and manners at home and the child learns the necessary skills at ECCE centres but in case the mother is working, she cannot pay that much attention as a non working mother can put while staying at home.

The findings of the present study reflected that early childhood care is an indispensable foundation for lifelong learning and development and has critical impact on success at the further stages of education. So it should be made compulsory to receive early childhood care and education for all the children below the age of 6 years. Parents should take this into their responsibility to send them to the ECCE centres nearby.

## References:

- Ahuja, R. (1993). *Indian Social System*. New Delhi: Rajwat Publications.
- Arnold, C. and G. Pandey, (2003). The importance of early childhood development programmes in improving key education indicators and the quality of education. Paper for quality in education, Save the Children International Education Conference. 11-13th June 2003, Oslo, Norway.
- Barnett, W. (1995). *Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes*, *The Future of Children*, 5(3).
- Bayder, N. & Brooks-Gumm, J. (1991). Effects of maternal employment and childcare arrangement on preschooler' cognitive and behavioural outcomes: evidence from the children of the national longitudinal survey of youth. *Developmental psychology*, 27, 932-945.

- Baya & Amol. R., (1993). The Effect of Mother's Employment & Social Class: *Dissertation Abstract International*, 5(10).
- Bisht, S. and Sinha, D. (1981). Socialization, Family and Psychological differentiation. In D. Sinha (Ed.), *Socialization of the Indian Child* (41-54). New Delhi: Concept Publishing.
- Chan, C.G., Elder, G.H. ( 2000). Matrilineal advantage in grandchild–grandparent relations. *Gerontologist*, 40.
- Clarke- Stewart (1991). The effects of infant day care reconsidered. *Early childhood research quarterly*, 3.
- Cohen SE. Maternal employment and mother-child interaction. *Merrill-Palmer Quarterly*. 1978;24:189–197.
- Crage, L. ( 2006) “Parental education, time in paid work and time with children” *British Journal of Sociology* 57(4<sup>th</sup> Ed.) London school of Economics and Political Science 200.
- Datta, V. & Maheshwari, P. (1997). Working Parents and Family Life in Mumbai. Project Report, Mumbai; Tata Institute of Social Sciences, Mumbai.
- Dyahadroy, V. (2007). Intellectual and psychosocial development of the preschool of employed and non employed mothers. *Journal of Community Guidance & Research*. 137-147.
- Fuller-Thomson E, Minkler M. (2001) American grandparents providing extensive child care to their grandchildren: Prevalence and profile. *The Gerontologist*. 41, 201–209.
- Gore, M.S (1978). *Changes in India*. In E.J Anthony & C.G Chiland (Eds).*The child in his family: children and their parents in a changing world*. 365-374 New York: wiley.
- Grief, A. (2005). Family structure, institutions and growth: the origin and implication of western corporatism.
- Helburn, S. (Ed.). (1995). Cost, quality and child outcomes in child care centers. Denver, CO: University of Colorado.
- Kapadia, K.M (1966). *Marriage and Family in India* (3rd ed.), Bombay: Oxford university Press.
- Kaul, V. (2002). Early Childhood Care and Education. In: R Govinda (ed.) (2002) *India Education Report*. New Delhi: Oxford University Press.
- Ladd, G. W., & Price, J. M. (1987). Predicting children's social and school adjustment following the transition from preschool to Kindergarten. *Child Development*, 58 (5).
- Mustard, J.F. (2002). Early Child Development and the Brain- the Base for Health, *Learning and Behaviour Throughout Life*. In M.E. Young (Ed) From Early Child Development to Human Development: Investing in our Children's Future. World Bank.

- National Scientific Council on the Developing Child. *Young children develop in an environment of relationships. Working paper #1*. Retrieved from [http://www.developingchild.net/papers/paper\\_1.pdf](http://www.developingchild.net/papers/paper_1.pdf)
- Ramchandran, V., Jandhyala, K. and Saihjee, A. (2003). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion. *Economic and Political Weekly*, 22-28 November, 38(47) 4994-5002.
- Scarr, S., & Eisenberg, M. (1993). Child care research: Issues, perspectives, and results. *Annual Review of Psychology*, 44, 613-644.
- Shonkoff, J., & Phillips, D. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine. Washington, DC: National Academy Press.
- Smart, L.S., and Smart, M.S. (1980). *Families*, 2<sup>nd</sup> Ed. New York: Macmillan.
- Viguer, Paz; Meléndez, Juan Carlos; Valencia, Sandra; Cantero, M<sup>a</sup> José; Navarro, Esperanza. 2, 2010. "Grandparent-Grandchild Relationships from the Children's Perspective: Shared Activities and Socialization Styles". *The Spanish Journal of Psychology*, vol. 13, pp. 708-717.
- Young M, E. (2002). (Ed) *From early child development to human development*. Washington DC: World Bank: 375–91.
- Youngblut J.M., Singer L.T., Madigan E.A., Swegart L.A., & Rodgers W.L. (1998) *Maternal Employment and Parent-Child Relationships in Single-Parent Families of Low-Birth-Weight Preschoolers*. 47.