

Effect of Early Childhood Care and Education on the Academic Achievement among Vth Class Students in Relation to Family Structure and Working Status of Mothers

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Abstract:

This study intends to study the effect of Early Childhood Care and Education on the academic achievement among vth class students in relation to family structure and working status of mothers. In the present study, 378 students from the 10 schools (5 government and 5 private) were selected from Jalandhar city. The students were classified on the basis of Early Childhood Care and Education along with their family structure and working status of mothers as a sample. Data blanks were used as a tool for the academic achievement. 2x2x2 design of analysis of variance was employed on the scores of academic achievement 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 academically high achievers than children who are not exposed to ECCE. Children who are brought up in joint family structure are high in academic achievement than children brought up in nuclear family. Children of non working mothers are higher in academics than children of working mothers.

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

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Background and rationale of the study:

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 provides 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 task 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 increases cognitive abilities of child, improve his achievement in school and his class room behaviour among children. Kaul (2002) found that researches suggests 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 brings 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 lives in the same house, the mother face 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 a days, there is a gradual change in the family structure of urban India towards a nuclear pattern. Gore in 1968 have 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. Bayder and Brook-Gunn (1991) found that grandmother care is related to higher cognitive development and fewer behavioural problems among preschoolers. Moreover, there is reason to believe that grand parenting may have particularly strong effects on child socialization.

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 behaviors, 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 has 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. Ruhm (2004) observes that the children of woman who were employed during the child's first early years of life had significantly lower academic achievement than those children whose mothers stayed at home in the same period.

ACADEMIC ACHIEVEMENT:

Academic achievement is one of the most important goals of education. In this rapidly changing society, students are awake about their achievements. Academic achievement seems to be the crucial factor which affects the emotional state of mind and mental health of the students. It is the act of accomplishing or furnishing something that has been attained successfully especially by means of skills or practice. High academic achievement builds their confidence with which they excel in their life. **Academic achievement** is the outcome of education, the extent to which a student, teacher or organization has achieved their educational objectives or made the best of their academic ability.

Educationally, the word achievement refers to the individual performance up to a desired level in a particular field. Achievement signifies triumph of gain or a performance carried out fruitfully by an individual or cluster on the end of a task whether it is educational, physical, individual or societal. Thus achievement means all those activities which takes place in the human being as a result of learning the knowledge of various kinds.

In case of students, we judge their knowledge attainment and a skills acquired in school subjects which are assessed by the authorities with the help of examinations, which can be teacher made or standardized tests. Academic achievement means the amount of

knowledge gained by the students in different subjects of the study.

Hawes and Hawes (1982) defined that the term academic achievement refers to instructional system or formal education within the school.

Kumari defined academic achievement as the sum total of information gained after completing a course of instructions (partially or fully) in a particular achievement test.

Singh and Kaur (2003) defined academic achievement as competence of students shown in the school subjects for which they have taken instructions. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of pupils in class room.

Hall (2005) found that academic performance is related to the social and emotional adjustment to the social environment.

Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students.

Perveen (2006) related home environment with the personality and academic achievements of the students. She found a relation between home environment and academic achievements and concluded that home environment affects the personality and academic achievements of the students.

Gottfried (1994) stated that the parents do place great value on academic performance, but they do so by (a) encouraging their children to do well in school, (b) getting personally involved in educational activities and/or (c) providing stimulating opportunities so their children can be challenged and developed their talent.

Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic performance and educational attainment of students.

Academic achievement of a person thus is the knowledge attained and skills developed by him/her in the subject in which he/ she is imparted training at school. Hence, a great emphasis is placed on achievement right from the beginning of formal education.

In order to study the interaction in the above variables, the present study has been entitled as follows:

Objectives:

The study has been designed to attain the following objectives:

1. To study the effect of Early Childhood Care and Education on the academic achievement of the 5th class students in relation to family structure i.e. joint/ nuclear family and the working status of mother .
2. To study the interaction between Early Childhood Care and Education, family structure and working status of mothers on the scores of academic achievement.

Hypotheses:

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

1. There is no significant difference in the academic achievement of the students with and 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 children exposed to ECCE, family

structure and working status of mothers on the scores of academic achievement.

give the data blanks for the academic achievement in their lower classes.

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)). Academic achievement (AA) was studied as dependent variable.

Population and Sample:

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

Results:

The academic achievement was taken as the dependent variable therefore the means, standard deviations were calculated and ANOVA was employed on the scores of academic achievement. 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 Academic Achievement of Child in Relation to Early Childhood and Education, Family Structure and Working Status of their Mothers.

		W/O ECCE	ECCE
JF	WM	M1 = 63.475 SD1 = 8.90	M3 = 88.55 SD3 = 10.61
	NWM	M2 = 72.59 SD2 = 13.99	M4 = 88.13 SD4 = 8.20
NF	WM	M5 = 60.12 SD5 = 9.44	M7 = 73.71 SD7 = 11.86
	NWM	M6 = 57.42 SD6 = 6.18	M8 = 76.36 SD8 = 15.83

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 academic achievement 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 5th class were asked to

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 in the Table 2:

Table 2: Summary of Anova for 2x2x2 Design on the Scores of Academic Achievement of Child in Relation to Early Childhood Care and Education, Family Structure and Working Status of the Mothers.

This is in tune with the studies of Arnold, (2007); Mustard, (2005); Young, (2007), which shows that there is a positive impact of ECCE on the academic achievement and also helps in the higher studies. Thus those students who are exposed to the ECCE are high

SOURCE OF VARIATION	SS	Df	MSS	F-Ratio
ECCE (A)	31701.55	1	31701.55	585.54**
Family structure (B)	12312.18	1	12312.18	227.4**
Working status of mothers (C)	249.59	1	249.59	4.61*
AXB	62.74	1	62.74	1.158
BXC	1318.6	1	1318.6	24.35**
AXC	114.45	1	114.45	2.113
AXBXC	765.87	1	765.87	14.14**
Error (Within)	20032.9	370	54.14	
TOTAL		377		

* Significant at the 0.05 level of confidence

** Significant at the 0.01 level of confidence

achievers than those who are not exposed to ECCE.

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 academic achievement 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 academic achievement of the students with and without Early Childhood Care and Education”. Further the analysis of the means from the Table 1 suggest that means of academic achievement of children without ECCE is less than children with ECCE, meaning thereby children who are exposed to ECCE are higher in academics than children without ECCE.

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 academic achievement 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 academic achievement of the children who are brought up in joint family and nuclear family structure”. Further the analysis of the means from the table 1 suggest that means of children brought up in nuclear family structure is less than children brought up in joint family structure , meaning thereby children who are brought up in joint family structure are higher in academics than children brought up in nuclear family.

The findings are in tune with Gottfried (1994) who stated that the parents do play an important role in academic performance of the child and they do it by encouraging their children to do academically well in school, getting personally involved in educational activities and providing stimulating opportunities so their children can be challenged and developed their talent. Thus the children who are brought up in joint families have more chances to perform better in academics than the children belonging to nuclear families.

Working Status of Mothers (C)

It may be observed from the Table 2 that F- ratio for the difference between means students of working mothers and non working mothers on the scores of academic achievement 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 academic achievement between children of working mothers and those of non working mothers”. Further analysis of the means from the Table 1 suggests that means of children of working mothers is less than the non working mothers, meaning children of non working mothers are higher in academics than children of working mothers.

The findings are in tune with Ruhm (2004) who observes that the children of woman who were working during the child's first early years of life had significantly lower academic achievement than those children whose mothers stayed at home in the same period. Meaning thereby that non working mothers are free at home as compare to the working employed mothers. Thus non working mothers has enough time to look after the academic performance of their children as compare to those who are working mothers.

First Order Interaction 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 academic achievement 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 academic achievement”.

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 academic achievement 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 academic achievement”. To further analyse the significance of difference in various cells, 2x2 factorial design of the means and standard deviations on the scores of academic achievement 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 Academic Achievement in Relation to Family Structure and Working Status of Mothers (BXC)

	WORKING MOTHERS	NON WORKING MOTHERS
JF	M1 = 76.09 S.D.1 = 9.29	M2 = 72.71 S.D.2 = 10.73
NF	M3 = 70.37 S.D.3 = 7.73	M4 = 72.48 S.D.4 = 8.49

better than the children belonging to joint family and non working mothers as well as are better than the children belonging to nuclear family with working as well as non working mothers.

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 of 2x2x2 Design on the Scores of Academic Achievement in Relation to Family Structure and Working Status of Mothers (BXC)

Subgroups	Mean difference (D)	S.E _D	t- Ratio
M1-M2	4.35	2.92	1.489
M1-M3	9.1	1.50	6.06**
M1-M4	9.12	1.52	6.0**
M2-M3	13.45	1.60	8.4**
M2-M4	13.47	1.62	8.31**
M3-M4	0.02	1.44	0.013

This means that those children who belongs to working mothers and are living in joint family yields high academic achievement. The probable reason is that the child is getting additive benefits of joint family. The working mother is active and she can provide quality time to her child.

2. In case of children belonging to the joint family with non working mothers, they yields

* 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 academic achievement shows that t-ratios are significant in the case of M1-M3, M1-M4, M2-M3, M2-M4.

The interpretations are as follows:

1. In case of the children belonging to joint family with working mothers are academically

high academic scores than children belonging to nuclear family with working as well as non working mothers.

3. Another prominent observation is children belonging to nuclear family and non working mothers are academically better than those children who belongs to the nuclear family but with working mothers. This may conclude that non working mothers in nuclear family have got ample time to give to their child for their studies. Thus they tend to score higher as

compare to those children with nuclear family with working mother as the mother is already loaded with other job related works. She may not be able to give full attention to the child's academic performance.

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 academic achievement 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 children with ECCE and working status of mothers on the scores of academic achievement”.

ECCE, Family Structure and Working Status Of Mothers (AXBXC)

It may be observed from the Table 2 that F- ratio for the interaction between the ECCE, family structure and the working status of mothers on the scores of academic achievement 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 children exposed to ECCE, family structure and working status of mothers on the scores of academic achievement”. To further analyse the significance of difference in various cells, 2x2x2 factorial design of the means and standard deviations on the scores of academic achievement in relation to ECCE, family structure and working status of mothers is presented in the Table. 5:

Table 5: T-Ratios for the Difference in the Means in Various Cells of 2x2x2 Design on the Scores of Academic Achievement in Relation to ECCE, Family Structure and Working Status of Mothers (AXBXC)

Subgroups	Mean Difference (D)	S.E _D	t- Ratio
M1-M2	9.11	2.84	3.20**
M1-M3	25.07	2.25	11.14**
M1-M4	24.65	1.85	13.32**
M1-M5	3.35	1.95	1.717
M1-M6	6.05	1.61	3.76**
M1-M7	10.23	2.05	4.99**
M1-M8	12.88	2.60	4.95**
M2-M3	15.96	3.03	5.26**
M2-M4	15.54	2.75	5.65**
M2-M5	12.46	2.82	4.42**
M2-M6	15.17	2.59	5.85**
M2-M7	1.12	2.88	0.39
M2-M8	3.77	3.30	1.14
M3-M4	0.42	2.14	0.19
M3-M5	28.45	2.22	12.80**
M3-M6	31.13	1.9	16.10**
M3-M7	14.84	2.31	6.42**
M3-M8	12.19	2.81	4.33**
M4-M5	28.00	2.81	9.96**
M4-M6	30.71	1.44	21.32**
M4-M7	14.42	1.92	7.51**
M4-M8	11.77	2.50	4.70**
M5-M6	2.70	1.57	1.72
M5-M7	13.58	2.02	6.72**
M5-M8	16.23	2.01	8.04**
M6-M7	16.20	1.68	9.65**
M6-M8	18.94	2.33	8.128**
M7-M8	2.65	2.65	1.00

* 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-M2, M1-M3, M1-M4, M1-M6, M1-M7, M1-M8, M2-M3, M2-M4, M2-M5, M2-M6, M3-M5, M3-M6, M3-M7, M3-M8, M4-M5, M4-M6, M4-M7, M4-M8, M5-M7, M5-M8, M6-M7 and M6-M8.

The interpretation is as follows:

1. In case of Children belonging to working mothers with joint family the academic achievement is higher than children belonging to nuclear family and non working mothers with ECCE and without ECCE where as the academic achievement is significantly less than children belonging to non working mother in joint family without ECCE and children belonging to working mother in joint family as well as nuclear family and non working mother in joint family and nuclear family with ECCE programme.
2. The academic achievement in case of children belongs to nuclear families is significantly lower than the children belonging to joint families.
3. In case of Children who are exposed to ECCE and belonging to nuclear family and having non working mothers are significantly lower in academic achievement than children who are not exposed to ECCE and belonging to joint family with non working mothers.
4. In case of children belonging to joint family and working mothers and are exposed to ECCE have got significantly higher academic achievement than children of working and non working mother in nuclear family with ECCE and without ECCE interventions. Child exhibit significant high achievement than working mothers and non working mother in nuclear family without ECCE and with ECCE exposure.

Discussion of the Study

The major findings of the present study demonstrate that the children who are exposed to ECCE are higher in academics than children who are not exposed to ECCE. It shows that that the early childhood care and education plays an significant role in the academic achievement of the child. Early childhood is a fundamental time period for the development of the cognitive functions of children. This development, including the surfacing of the abilities and skills in areas such as language, psychosocial, motor skills, cognitive and learning. These now a days is deeply influenced by external factors such as the nature of the educational environment to which the child is exposed during the first 6 to 8 years of life (Bowman, Donovan and Burns, 2001).

Another finding clearly shows that Children who are brought up in joint family structure are higher in academics than children brought up in nuclear family. As Lopez *et al.* mentioned that "*Families predicts children's school success. Developmental and education research confirms that parental attitudes, styles of interaction with the child, their behaviours, and relationships with schools are associated with children's academic performance.*"

The findings of the present study reflected that Early childhood care is an indispensible foundation for life long 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 centers nearby.

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