

CHILDREN OF WORKING AND NON-WORKING MOTHERS – THEIR ADJUSTMENT**Ambreen Syed****Prof. Mahmood Ahmad Khan****School of Education and Behavioural Sciences****University of Kashmir , Srinagar.****ABSTRACT**

The study was conducted to find out adjustment pattern among the children of working and non-working mothers. The sample of the study comprised of 800 children of working mothers and non-working mothers (N=400 each group) selected randomly from elementary schools of Budgam and Srinagar district. Bells Adjustment Inventory translated in Urdu by Qadri (1964) was employed for the collection of data and t-test was used for the analysis of data. Bar diagram and line graph were drawn to make the results transparent. It has been found that children of working and non-working mothers differ significantly so far as their adjustment is concerned. It has also been found that children of non-working mothers possess better social, emotional and home adjustment than children of working mothers. It has also been found that children of working mothers have better financial adjustment than children of non-working mothers. The study further revealed that there is a significant difference between children of working and non-working mothers on composite score of adjustment.

Keywords: Adjustment, children of Working mothers and Non-working Mothers.

Introduction

The central figure of every home is the mother. She is the one who makes the day to day decisions, guides the children as they grow up and helps them to meet the battle of life with courage and understanding. It is her responsibility to see that all her children are fed and taken well care of. She must train them in a way that will make them move forward in life in the expected way. This is particularly true in the early years before they go to school. It is her duty to give love and respect to her children. Almighty has bestowed her with such a capacity and capability that she can provide a tune of life to the new generations. We see that the progress made by developed countries of the world is attributed to a great extent to the role that the women of those countries have played. Honig, (2002) believes that the earlier months of infancy known as the ösymbiotic phase, the need for the mother is absoluteö. Reynolds, et al (2003) reveals that many mothers saw their work identity, work skills and their feelings about work as affecting their family relationships and home life in a positive way. Santrock (2004) found out the children of working parents do not see their parents from time they leave for school in the morning until about 6 or 7 p.m. They are called ölatch keyö children, because, they are given key of their home while their parents are still at work. These children have negative latch key experiences. Without limits and proper supervision, these children find their way in a trouble more easily, possibly stealing, vandalizing or abusing a sibling. Bowlby, (2004) has found that the quality of interaction between the mother and child is more important than the amount of time spent together whether the mother is working full-time or part-time, both the groups agreed that giving the child quality time is important. Quality time plays a critical role in maintaining the mother-child bond..

Bernal (2008) sought to seek relationship between working mothers and cognitive development of their children. It was hypothesized that mothers who were working, their children would hinder in cognitive development. According to Betsie et. al, (2009) Pew Center survey, 82% of men and women think young children are better off if their mothers don't work outside the home or work only part time. They tend to believe that moms are better off too: 38% felt that the ideal situation for mothers with young children was not to work outside the home and an additional 44% thought that part-time work was the way to go. A mother is important not only because she has special skills but because she is with her children for a much time than anyone else and her instructions reflects a very strong influence on behavior, abilities and attitude of her children. Most of those children who are well adjusted and successful come from homes where parental behaviour is favorable and a wholesome relationship is between parents and children. Mancini and Pasqua (2012) have studied on mothers' actual time spending with their children. Results shown that working mothers, with respect to non-working ones, tend to reduce the basic care time, but not quality care time devoted to their children (reading stories or helping them with homework, taking their children to a museum or to theatre). Therefore, even if working, they may be able not to reduce the time devoted to activities which are more likely to positively influence the school results of their children. With this background it is felt that adjustment of children of working and non-working mothers will not be the same. Various Studies have been conducted on adjustment like Singh (2006) found that effects of socio-emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Raju and Rahamtulla (2007) found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of management of the school. Adhiambo, Odwar and Mildred (2011) revealed that study on the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district, Kenya and their results revealed that there were no significant differences between girls and boys in school adjustment. Zareena and Vatsala (2011) revealed that adjustment problems time management and effect of parents socio economic and educational status on students achievement Basu (2012) found that adjustments of secondary school students differ significantly between the adjustments of the secondary school students when compared to the basis of gender, type of family structure and medium of instruction in school. Dar and Tali (2014) found that adolescent boys and girls of Kashmir have high adjustment problems in various areas like family, school, social and on a personal front. Neha (2014) revealed that adjustment and self concept has a profound effect on the overall behaviour of an individual whether male or female, the difference was found significant among the groups on home, health, emotional and social adjustment area as well as self-concept scores. But little is known about adjustment of children of working and non-working mothers in Kashmir. Thus, it is hoped that this study may contribute to the literature on adjustment of working and non working mothers. With this back ground, the present investigator wants to find out whether adjustment of children of working mothers is really better than the children of non-working mothers. The study will go a long way to help the planners and administrators to make arrangement of proper creches for the children of working mothers. On the other hand, the study would educate the working mothers to take care of their children for at least some period of time, otherwise their children would face crisis.

OBJECTIVES

1. To identify children of working and non-working mothers.
2. To compare the adjustment of children of working and non working mothers.

HYPOTHESES

1. There is a significant difference between children of working and non working mothers on various factors of adjustment.
2. There is a significant difference between children of working and non working mothers on composite score of adjustment.

Operational Definitions of Variables

Working Women: Working women in the present study refer to educated women with basic educational qualification as graduation and above and are engaged in any government/semi-government, or private salaried job.

Non working Women: Non working women in the present study refer to educated women with educational qualification as graduation and above but not engaged in any government/semi-government, and private job.

Adjustment: in the present study would mean the scores gained by sample subjects on Bells Adjustment Inventory translated in urdu by A.J Qadri (1964).

METHODOLOGY AND PROCEDURE

SAMPLE: There are ten districts in Kashmir division. Out of these districts two districts were randomly selected for the present study i.e., Budgam and Srinagar. The students belonging to working Mothers (N=400) and an equal number of children belonging to non working mothers (N=400) have been randomly selected from the elementary schools of these two districts. The sample comprised of 8th class students within an age range of 13 -15 years.

Tool Used

Adjustment- For the measurement of adjustment of the sample subjects Bells Adjustment Inventory translated in urdu by Qadri (1964) has been used.

STAISTICAL ANALYSIS

The data was analysed by using mean, S.D and t-test

Table 01: Significance of mean difference between children of working mothers and children of non working (N=400 each) on various factors of Adjustment.

Groups	Factors	Mean	S.D	t-value	Level of Significance
Children of working mothers	Social	7.84	3.741	2.66	0.01
Children of non working mothers		7.12	3.909		
Children of working mothers	Emotional	7.63	4.978	2.16	0.05
Children of non working mothers		6.99	3.197		0.05
Children of working mothers	Health	5.21	2.616	1.141	Not Significant
Children of non working mothers		5.41	2.437		
Children of working mothers	Home	5.26	3.442	6.229	0.01
Children of non working mothers		3.96	2.332		
Children of working mothers	Financial	2.27	2.227		

Children of non working mothers		5.21	3.971	12.892	0.01
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Table 2: Shows the mean difference between Children of Working Mothers and Children of Non-working mothers on composite score of Adjustment

Group	N	Mean	S.D.	t-value	Level of Significance
Children of working mothers	400	28.81	8.185	2.22	0.05
Children of non working mothers	400	27.32	10.84		

CWM= Children of Working mothers; CNWM= = Children of Non-working mothers

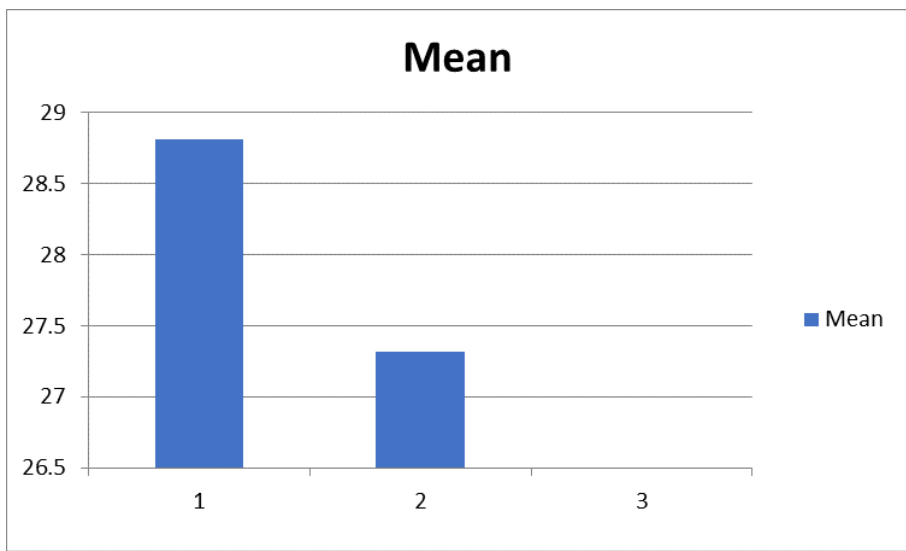


Figure 1. Acromyms: 1- Children of working mothers, 2- Children of non-working mothers

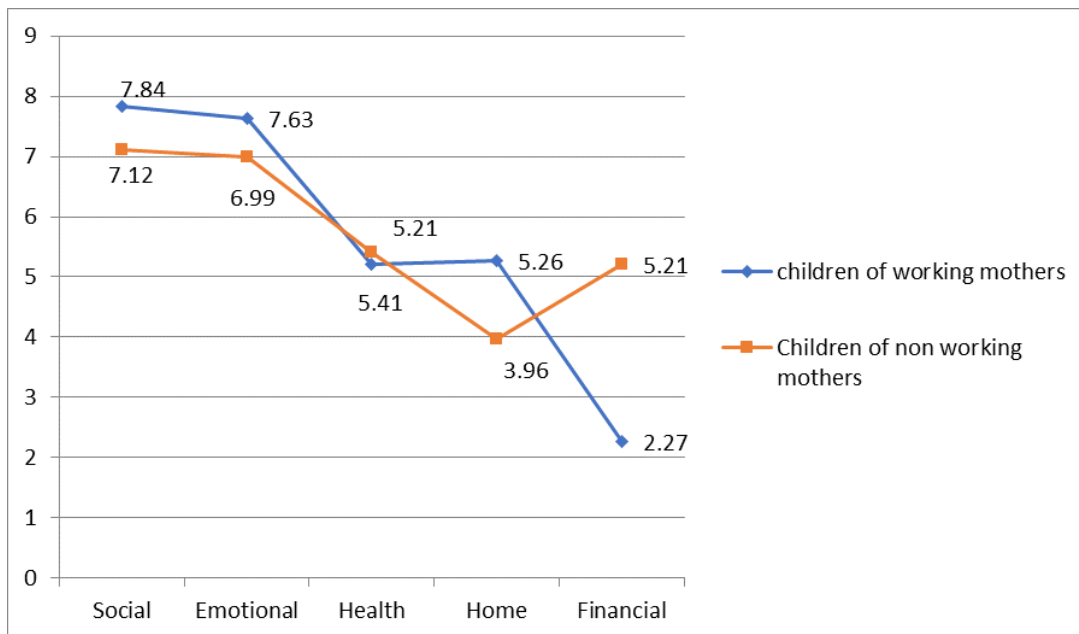


Figure 2

DISCUSSION AND INTERPRETATION

The result of the table 01 shows mean difference between children of working and non working mothers on social factor of Adjustment. The table reveals that there is significant difference between the two groups at 0.01level which indicates that children of working mothers are socially maladjusted as compared to children of non-working mothers who are socially adjusted. Children of working mothers do not have ample time to spend with their children, as a result these children usually remain in isolation and it hinders their social adjustment. While as children of non working mothers provide proper attention to their children which is the basic requirement for socialization.

The table 01depicts that there is significant mean difference between children of working and non-working mothers on emotional adjustment. The mean difference is significant at 0.051level. The result revealed that children of working mothers are emotionally instable while as children of non-working mothers are emotionally stable. As it is clear that employed mothers are subject to role conflict, they have to perform the dual role, as domestic duties as well as occupational duties with the result their home life is full of stress and strain. While as children of non-working mothers have to play only one role, they have enough time to provide them emotional comfort and congenial atmosphere at their homes, that is why these children can manage their emotions easily and are emotionally stable.

The table 01depicts that there is no significant mean difference between children of working and non-working mothers on health adjustment. Therefore, no conclusive decision can be drawn about this factor.

The table 01 reveals that there is significant difference between the children of working and non working mothers on home factor of Adjustment. The mean difference is significant at 0.01 level. As working mothers are not readily available to their children, with the result they develop a sense of loneliness and insecurity, thus they remain under stress they do not find their mothers providing the needed care love and affection and this negligence on their part disturbs them. While as children of non working mothers are easily available to their children whenever they need them, therefore they feel more adjusted at home.

The result of the table 01 shows mean difference between children of working and non working mothers on Financial factor of Adjustment. The table reveals that there is significant mean difference between the two groups. The difference was found significant at 0.01 level which points that children of working mothers are financially sound and their children may not face any financial difficulties. They may enjoy healthy life style. As both the parents work therefore children of working mothers have more financial comfort. Reverse is true with the children of non working mothers.

The results on table-I on factors of adjustment have been presented in the figure 1. The lines presented in figure 2 moves apart on social, emotional, home and financial adjustment.

It is obvious from the table that the mean difference between children of working mothers is high than the children of non working mothers on composite score of adjustment. The table reveals that there is significant mean difference between the two groups and the difference was found to be significant at 0.05 level, which indicates that children of non working mothers are well adjusted than children of working mothers. The results clarify that children of non working mothers are well adjusted than their counterparts. Children of working mothers have less opportunity to interact with their interrelationships, friends and different people of community. They have narrow range of social environment because mothers are not able to spend ample of time to enjoy and socialize their children. Reverse is true with the children of non working mothers as they spent more time with their children. The mothers act as a model and the way in which she is perceived by the child determines many of behavioural choices of the child that may determine his or her stage of development. The warmth and affection of the mother is associated with happy, calm and cooperative behaviour which leads proper adjustment.

The results presented in the table are further substantiated by figure 1. In the light of the above discussion the results are in line with: Collins (1975), Mody & Murty (1988) and Ora, Einaya & Ehlas (2006). Collins (1975) found that low income families from various racial and ethnic groups showed poorer personality and adjustment among children of part time mothers than children of non working mothers. Mody & Murty (1988) have found that children of working mothers to be careless and slightly emotionally unstable in early years compared to non working mothers. Ora, Einaya & Ehlas (2006) have found that children of working mothers were having more difficulties and being less adjusted to kinder garden. Their adjustment to day care was also poorer.

Therefore, the hypotheses which reads as:

1. ***“There is significant difference between of children of working and non working mothers on various factors of adjustment” stands partially accepted.***

2. *“There is significant difference between children of working and non working mothers on composite score of adjustment” stands accepted.*

CONCLUSION

- It has been found that there is a significant mean difference between children of working and non working mothers on factor šA Social dimension of Adjustment .Indicating thereby that children of working mothers are socially maladjusted.
- It has been found that the mean difference between children of working and non working mothers on factor šB Emotional dimension of adjustment is significant. Indicating thereby that children of working mothers are emotionally instable while as children of non-working mothers are emotionally stable.
- It has been found that there is no significant mean difference between children of working and non working mothers on factor šC Health dimension of adjustment.
- It has been found that there is significant mean difference between the children of working and non working mothers on factor šD Home dimension of Adjustment. As working mothers are not readily available to their children, with the result they develop a sense of loneliness while as children of non working mothers are easily available to their children whenever they need them.
- It has been found that there is significant mean difference between the children of working and non working mothers on factor šE Financial dimension of Adjustment. Indicating thereby that Children of working mothers are financially sound and their children may not face any financial difficulties while as children of non working mothers may find problem as there is lone bread earner in their home.
- It has been found that there is a significant mean difference between children of working mothers and children of non working mothers on composite score of adjustment. Thereby, indicating that children of non working mothers are well adjusted.

INFRENTIAL SUGGESTIONS

- The study has its implications for teachers also. Teachers should try to develop sound educational atmosphere in the class rooms as well as in the schools so that the students do not confront with any adjustment problem. They should act as facilitator for the children of working mothers so that their loneliness at home is supplemented by empathetic attitude of teachers.
- In dual earner families, working mothers need to talk to their children at least for some time each day to understand their psychological needs and also to help them in their studies. This will help a lot to understand and to sort out their problem.
- The parents should be oriented about, the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children.

- The working mother should stay at her home for at least two to three years, during the period of infancy of her child.
- Working mothers should create such an environment in which the children can express their feelings and share their emotions with them.
- Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioural problems and enhance their ability for adjustment.
- Due attention should be paid to the period of adolescence, since the students at this stage are more prone to encounter various psychological problem, which are likely to affect their physical, mental, emotional, health, home, social and educational adjustment.

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