



EMOTIONAL MATURITY OF CHILDREN OF WORKING AND NON-WORKING MOTHERS – A COMPARATIVE STUDY

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Abstract

The present study explored the difference between children of working and non-working mothers on emotional maturity. A sample comprises of 800 students of working and non-working mothers, in which 400 were children of working mothers and 400 were children of non-working mothers and were randomly selected from the elementary schools of two districts Srinagar and Shopian of Kashmir valley. The sample subjects comprised of 8th class students within an age range of 13 -14 years. Emotional Maturity Scale of Singh and Bhargava (1990) was used to measure the emotional maturity of children of working and non- working mothers. It consists of five factors- emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. The data were analyzed by using mean, S.D. and t-value. The results indicated that children of non-working mothers are emotionally mature than children of working mothers. The children of non-working mothers were found as emotionally stable, emotionally progressive, socially adjusted, have integrated personality and are dependent while as children of working mothers were found as emotionally unstable, emotionally regressive, socially maladjusted, have dis-integrated personality and are independent.

Keywords: Emotional Maturity, Children, Mothers, working and Non-working

Introduction:- Family plays an important role in the personality development of child. Among the family members the contribution of mother is very important in shaping the personality of their children. But it has been found that an unprecedented number of women are now entering

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the labor force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a “caretaker” to a “bread earner” and it has altered childrearing goals & practices. The care of children is one of the most important functions of family especially mother. She brings up her children with utmost care & love, because of her natural affection. No one else feels the same concern about the children as the mother. She makes every effort to make her children happy.

Working Mothers usually place their children in childcare, which results in less attention & instruction. It may have significant cognitive effects later in child hood. It has been found that working mothers had a negative impact on their children, because after work they are sometimes too tired to interact with their children (Reynolds, Calendar& Edwards 2003). Woman today is regarded as an integral part of new economic order and important part of its man power resources (Kilen1968). Women entering to the workforce are increasing day by day which has created number of problems to their children. As a result of which it has paved a way for controversies regarding maternal employment that may bring emotional deprivation to the school aged children.

Emotion is the complex psycho physiological experience of an individual state of mind as interacting with biochemical or internal and environmental or external influences. Emotion is associated with mood, temperament, personality, disposition and motivation. Emotions are the reactions consisting of cognitive changes, physiological reactions and expressive behavior (Baron1998). Emotions are broadly classified into positive which improves physical and mental health and negative emotions which impairs physical and mental health.

As we know that children as well as youth are facing difficulties in life. These difficulties may give rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life.

Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra – psychically and intra – personal(Smitson1974). Emotional maturity is not only effective deterrent of personality pattern but it also helps to control the growth of adolescence development. One who is emotionally mature person he can accept responsibility for their action. An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. Emotional maturity means, in essence controlling the emotions rather than allowing the emotions

to control. Emotional maturity implies controlling ones emotion rather than letting the emotions. The person's emotional maturity is very much influenced by his / her relationship with others. A person may be said to be emotionally matured if he has in his possession almost all types of emotions---positive or negative and is able to express them at the appropriate time in an appropriate degree. Emotional maturity has five dimensions, they are emotional instability, emotional regression, social mal adjustment, personality disintegration and lack of independence. If the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal (Seoul 1951).

Emotional maturity means how well we are able to respond to situations, control our emotions& behave in an adult manner when dealing with others. A person having emotional maturity is composed, reserved, purposeful, has sense of values, goal defined, able to cope with crises, able to control anger, humble, joyful & happy. However the person who are emotionally immature is egocentric (self-centered, selfish) and has uncontrolled emotions.

Emotional maturity comes with the correct psychological development which takes place when the child is given right type of environment especially during the initial stage of his life. The children who receive approval & encouragement from their parents are better equipped to deal with challenges & stress inducing situations.

It is obvious that when mother enters the employment market their children face crises from their early age, because they are then usually reared by servants. They cannot take proper care of these children as their mothers can. So they face hardships in terms of emotional support and rearing. These children do not get proper care from their mothers even when they return home. As they are usually exhausted and hardly get time to care for their children. Emotional maturity gets shaped if there is more caring and rearing for the child and it is expected that the working mothers cannot give as better treatment to their children as the non-working mothers can provide, therefore it is expected that children of non-working mothers would be emotionally stable than the children of working mothers. Therefore the investigator wants to explore whether the emotional maturity of children of non-working mothers is really better than the children of working mothers.

The researchers like Poonam Sharma(2013), Vijay laxmi (2007), Andrabi (1997), Mittel (1997), Gross burg (1992), Smith (1981), Moore (1975), Miller (1975), Nelson(1971), Hoffman (1963), Roy (1963), etc. Studied the self-concept, social adjustment, academic achievement, scholastic

achievement, achievement motivation, stress, personality adjustment, aggression, socialization, social maturity, cognitive development, emotional adjustment etc, of children of working and non-working mothers. Therefore these studies highlight the **research gap** in the area of children of working and non-working mothers and signify the need of the study to be taken in relation to variable which have been selected for the proposed study. Few studies have been conducted on emotional maturity of children of working and non-working mothers till date and no study has been conducted in this regard in Kashmir. Thus it is hoped that this study may contribute to the literature on emotional maturity of children of working and non-working mothers. As it is true that the state of Jammu & Kashmir is backward so far as educational & employment opportunities are concerned but from the last two or three decades, the female literacy rate is increasing and so is the case with the employment of the women. Therefore, there is a scope to study the various problems faced by the children of working mothers.

The study may also help to frame policies and develop programs which may help the children of working and non-working mothers. The study will also go a long way to help the planners and administrators to take proper arrangement for crèches for the children of working mothers. On the other hand the study would educate the working mothers to care for their children for at least for some period of time; otherwise their children would face crises. The study may also help the working women to realize the quality of time they spend with their children is much more important than the quantity of time. While returning from office they should give first priority to sit with their children either playing with them or listening to them properly and interestingly.

Therefore, it may be concluded that emotional maturity of children of working and non-working mothers is one of the most crucial issue that needs to be investigated intensively and purposefully and hence it acted as a great motivating force to the investigators to conduct research in this area.

Objectives:- The following objectives were framed for the present study:

1. To identify the children of working and non-working mothers.
2. To study the emotional maturity of children of working and non-working mothers.

Hypotheses:- The following hypotheses were framed for the present study:

1. There is significant difference in emotional maturity of children of working and non-working mothers (factor-wise).

2. There is significant difference in emotional maturity of children of working and non-working mothers (composite score).

Operational definitions of the terms used

Emotional Maturity: The emotional maturity in the proposed study shall refer to the scores obtained by the sample subjects on Emotional Maturity Scale (EMS), of Singhand Bhargava (1990).

Working Women: Working women in the proposed study shall refer to educated women with educational qualification as graduation and above and are engaged in any government or private salaried job.

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

Plan and Procedure:- The sample for the present study comprises of 800 children of working and non-working mothers, in which 400 were children of working mothers and 400 were children of non-working mothers, were randomly selected from the elementary schools of two districts Srinagar and Shopian of Kashmir valley. The sample subjects comprised of 8th class students within an age range of 13 -14 years. Emotional Maturity Scale of Singh and Bhargava (1990) were administered to all the 800 sample subjects after building rapport with the subjects and the concerned teachers and headmasters of respective schools.

Tool used: Emotional Maturity Scale of Singh and Bhargava (1990) were used to measure the emotional maturity of children of working and non- working mothers. It consists of five factors- emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. The reliability and validity coefficient of the scale is 0.75 and 0.64 respectively.

Analysis of data:- The test was administered as per the instructions provided in the test manual. The collected data was analyzed through statistical techniques viz, mean, S.D and t- test. The analysis is given in table 1.1 and 1.2.

Table 1.1: Showing the mean comparison between children of working and non-working mothers on various factors of Emotional Maturity

Factors	Group	N	Mean	Std. Deviation	Std. Error Mean	t-value	Level of Sig.
'A' (Emotional Stability)	CWM	400	28.24	6.105	.305	33.43	Sig. at 0.01 level
	CNWM	400	16.28	3.765	.188		
'B' (Emotional Progression)	CWM	400	25.91	3.838	.192	35.57	Sig. at 0.01 level
	CNWM	400	17.52	2.876	.144		
'C' (Social Adjustment)	CWM	400	26.61	4.412	.221	32.32	Sig. at 0.01 level
	CNWM	400	18.50	2.683	.134		
'D' (Personality Integration)	CWM	400	26.78	4.553	.228	24.27	Sig. at 0.01 level
	CNWM	400	20.22	3.366	.168		
'E' (Independence)	CWM	400	17.55	3.525	.176	23.52	Sig. at 0.01 level
	CNWM	400	22.41	3.467	.173		

CWM= Children of Working Mothers;

CNWM= Children of Non-Working Mothers

Fig. 1.1: Showing the mean comparison between children of working and non-working mothers on various factors of Emotional Maturity

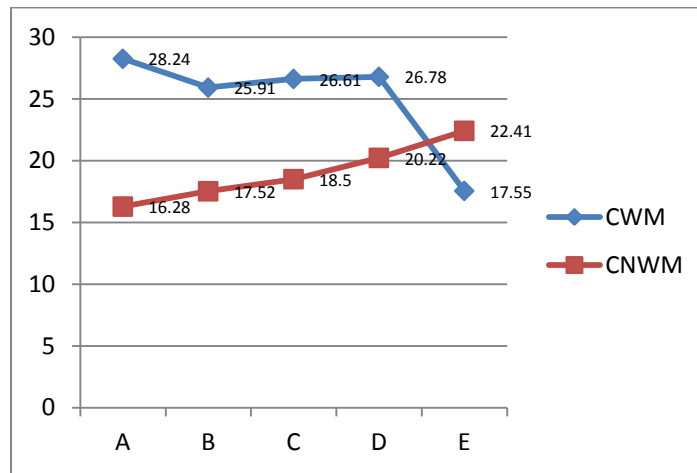


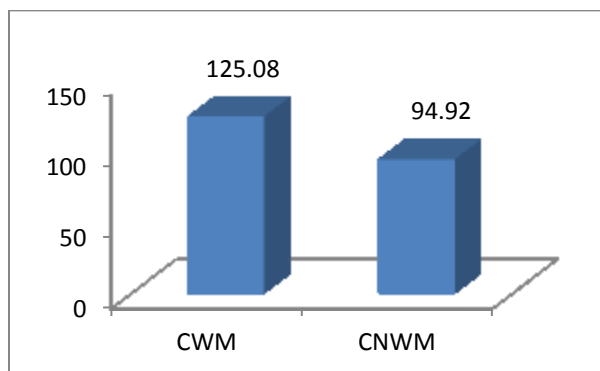
Table 1.2: Showing the mean comparison between children of working and non-working mothers on composite score of Emotional Maturity

CWM	400	125.08	16.56	.828	31.79	Sig. at 0.01 level
CNWM	400	94.92	11.42	.571		

CWM= Children of Working Mothers;

CNWM= Children of Non-Working Mothers

Fig. 1.2: Showing the mean comparison between children of working and non-working mothers on composite score of Emotional Maturity



Interpretation and Discussion: The perusal of table 1.1 shows the mean comparison between children of working and non-working mothers on factor 'A' (Emotional Stability) of Emotional Maturity. The table depicts that there is significant mean difference between children of working and non-working mothers on factor 'A' (emotional stability) of emotional maturity. The mean difference is significant at 0.01 level. The mean favors children of working mothers, indicating there by that children of working mothers are emotionally unstable 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. The uncongenial atmosphere at their home affects their children's emotional aspect i.e. why children of working mothers are quick changing, feel a sense of irritability, are emotionally unstable and they cannot manage as well as control their emotions. On the other hand children of non-working mothers have to play only one role, have enough time to better their children emotionally and provide congenial atmosphere at their homes i.e. why these children can control their emotions easy and are emotionally stable.

The perusal of table 1.1 shows the mean comparison between children of working and non-working mothers on factor 'B' (Emotional Progression) of Emotional Maturity. The table depicts that there is significant mean difference between children of working and non-working mothers on factor 'B' (emotional progression) of emotional maturity. The mean difference is significant at 0.01 level. The mean score of children of working mothers is greater than the mean score of children of non-working mothers, which indicates that children of working mothers are emotionally regressive while as children of non-working mothers are emotionally progressive. The results seem to be justified on the ground, that family is a powerful determinant of child's

emotional development, because of love, warmth, security, attention, acceptance etc. it provides, which are the basic requirements for the healthy growth of the child. Since the working mothers have less time to spend with their children, these children develop the feeling of hostility, aggressiveness and are emotionally regressive. On the other hand, children of non-working mothers have much time to spend with their children, they satisfy each and every need of their children, as a result these children do not feel a sense of hostility, self-centeredness and they are emotional progressive.

The perusal of table 1.1 makes it clear that the mean score of children of working mothers is greater than the children of non-working mothers on factor 'C' (Social Adjustment) of Emotional Maturity. The table depicts that there is a significant mean difference between children of working and non-working mothers at 0.01 level which indicates that children of working mothers are socially maladjusted as compared to children of non-working mothers who are socially adjusted. The analysis seem to be justified on the ground that 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. Loneliness in family leads to social mal-adjustment. On the other hand, non-working mothers provide proper attention to their children which is the basic requirement for socialization. As a result children of non-working mothers develop a strained companionship with their classmates, are found to be friendly, helpful and socially adjusted as compared to children of working mothers.

The table 1.1 shows the mean comparison between children of working and non-working mothers on factor 'D' (Personality Integration) of Emotional Maturity. The table depicts that there is significant mean difference between children of working and non-working mothers at 0.01 level. The mean favors children of working mothers, indicating there by that children of working mothers have disintegrated personality as compared to children of non-working mothers who have integrated personality. The results seem to be in expected direction, because personality is developed when there is correct psychological development, which takes place when the child is given the right ambiance to grow up, especially in the initial stage of life. The children who receive approval and encouragement from their parents especially mother are better equipped to deal with challenges and stress inducing situations. Since children of working mothers are usually reared by the servants, they are not in a position to satisfy their each and every need and it affects their personality profiles i.e. why they develop the traits like

rationalization, pessimism and have disintegrated personality. On the other hand, non- working mothers have close bond with their children, they satisfy each and every need of their children, as a result these children are optimistic, have strong will, bother about the moral code of conduct and have integrated personality.

The table 1.1 shows the mean comparison between children of working and non-working mothers on factor 'E' (Independence) of Emotional Maturity. The table depicts that there is significant mean difference between children of working and non-working mothers at 0.0 level. The mean favours children of non-working mothers which indicates that, they are dependent as compared to children of working mothers who are found as independent. The results are in expected direction, as working mothers have not ample time to spend with their children, these mothers are busy with their daily occupational duties, as a result these children fulfill their basic needs by their own efforts, that is why they feel a sense of independence and can take decisions at their own regarding different issues. On the other hand children of non-working mothers have interference from their mothers in every task and they rely mostly on their mothers for taking different decisions of life. That is why they feel a sense of dependence and cannot take their decisions on their own.

The results presented in the table 1.1 are substantiated through figure 1.1, imply that children of working and non-working mothers differ significantly on the factors of emotional maturity viz: factor 'A' (emotional stability), factor 'B' (emotional progression), factor 'C' (social adjustment), factor 'D' (personality integration) and factor 'E' (independence).

The table 1.2 shows the mean comparison between children of working and non-working mothers on composite score of Emotional Maturity. The table depicts that there is significant mean difference between children of working and non-working mothers on composite score of emotional maturity at 0.01 level. The mean score favours children of working mothers which indicates that they are emotionally immature as compared to children of non-working mothers who are emotionally mature. The results seem to be justified on the basis, that managing and understanding emotions are preventive tool which if properly understood will benefit the individual and society at large. The emotional maturity comes with correct psychological development which takes place when the child is given right environment to grow up. The children who receive approval and encouragement from the adults are better equipped to deal with challenges and stress inducing situations. Child rearing is primary responsibility of mother.

The child has many psychological needs which must be fulfilled for the proper emotional development. Since children of working mothers spend much time alone at their homes, they feel psychologically insecure and that affects their emotional development that is why due to lack of adult supervision, these children feel a sense of emotional immaturity. In contrary, children of non-working mothers receive approval and encouragement from their mothers. They guide their children in every aspect, prevent their children from doing wrong things, correct their errors and encourage them to set goals, which make them to feel emotionally mature.

The results of the table 1.2 are further substantiated in fig 1.2, which indicates that children of working and non-working mothers differ significantly on composite score of emotional maturity. The results analyzed and discussed on factor wise and composite score of children of working and non-working mothers on emotional maturity are in line with these studies: Ribble (1979), Mody and Morthy (1988), Vandal and Ramanan (1991), Sroufe et al (1996), Kochanska (2001). Ribble (1979) has found that children who were not fortunate enough to have the loving, caring and constancy of their mother during their early years reacted with negativism, hypertension, and emotional imbalance. Mody and Murthy (1988) have found that children of employed mothers are careless and emotionally unstable in the early years as compared to the children of non-employed mothers. Vandell and Ramanan (1991) have found that children with latch key experience have more behavioral problems. They are emotionally weak. Sroufe et al., (1996) have found that insecurely attached infants have negative emotions in toddlerhood. Koschanska (2001) has found that insecurely attached toddlers show more negative emotions (fear, distress and anger), while securely attached children show more joyfulness, even in the same situation.

Therefore, the hypotheses no.01 and 02 which read as:

1. "There is significant difference in emotional maturity of children of working and non-working mothers (factor-wise)" and
2. "There is significant difference in emotional maturity of children of working and non-working mothers (composite score)" are accepted.

Conclusions

1. It was found that that there is significant mean difference between children of working and non-working mothers on factor 'A' (emotional stability) of emotional maturity. Children of working mothers are found to be emotionally unstable as compared to the children of non-working mothers who were found as emotionally stable.

2. It was found that there is significant mean difference between children of working and non-working mothers on factor 'B' (emotional progression) of emotional maturity. Children of non-working mothers were found to be emotionally progressive as compared to children of working mothers who were found as emotionally regressive.
3. It was found that there is a significant mean difference between children of working and non-working mothers on factor 'C' (Social Adjustment) of emotional maturity. Children of non-working mothers were found to be socially adjusted as compared to children of working mothers who were found as socially maladjusted.
4. It was found that there is significant mean difference between children of working and non-working mothers on factor 'D' (Personality Integration) of emotional maturity. . Children of non-working mothers were found to have integrated personality as compared to children of working mothers who have disintegrated personality.
5. It was found that there is a significant mean difference between children of working and non-working mothers on factor 'E' (Independence) of emotional maturity. Children of working mothers were found to be independent as compared to children of non-working mothers who were found as dependent.
6. It was found that there is a significant mean difference between children of working and non-working mothers on composite score of emotional maturity. Children of working mothers were found to be emotionally immature as compared to children of non-working mothers who were found as emotionally mature.

Inferential suggestions:

1. The working mothers should stay at their homes for at least two to three years with the baby.
2. Working mothers should be given child care leave during the period, when their children are very young(up to 3 years).
3. There should be proper arrangement of crèches for the children of working mothers.
4. It is found that children of working mothers do not get proper care from their mothers even when they return home after completing day's work, as they are usually exhausted with their daily work. These children face hardships in terms of emotional support and rearing. it is therefore necessary that working mothers should take care of their children for at least some period of time, otherwise their children would face crisis.

5. Efforts should be made to sensitize working mothers about the problems of their children due to their absence, during the infancy stage of their children.
6. Extension lectures should be organized to help children of working mothers to understand their emotions and also make them able to manage and control their emotions by fostering emotional stability. This can be done by inviting experts of psychology, clinical psychology and counselors.

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