

An Emotional Maturity of Children of Working Mothers and Home-Making Mothers

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Abstract

The present study was conducted to examine the difference between the emotional maturity of children of working mothers and home-working mothers. A sample of 100 students (50 of working mother and rest of 50 of home-making mothers) was selected on the basis of availability from Rohtak and different places nearby Rohtak. All the participants were male and in the age range of 13-17 years. All were school students studying in 8th to 11th standard. Emotional maturity was measured by emotional maturity scale (Singh & Bhargav, 1990). Data were analysed by mean and SD. Significance of mean comparison was checked through independent sample t-test. The result, reveals that home-making mothers giving full attention and care. The children of home-making mothers were more emotionally mature than children of working mothers. The findings are discussed in the light of previous studies and their implications.

Keywords: emotional maturity, working mother and home making mother.

According to Samuel Ullman "Youth is not only a time of life, it is also a state of mind and a matter of will..." Swami Vivekananda also said, "Youths are not useless but are used less." Children are the future of any nation. So the proper direction and guidance at every crucial stage of development is more important to enhancing the positive quality of life such as positive self-concept, managing their emotions, increase decision making ability, adequately developed coping strategies etc. Adolescence is one of the important stage of life at this stage many physical and psychological changes take place. Adolescence is a difficult and challenging period for adolescents and their family members. Mood swings and emotional turmoil can be frequently observed during this stage. These may give rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Sometimes they are found unable to cope up all these changes at their own and the support and guidance of seniors (parents) is of great help at this stage. Thus for the healthy growth and development of adolescents and for effective and cordial interpersonal relationship emotional maturity is the most important (Anand, Kunwar and Kumar, 2014). Considering the importance of emotional maturity researches have started referring to it as descriptive science (Saxena, 2005).

Emotional maturity refers to response in an adequate and responsible manner in a given situation. It implies controlling emotions rather than letting emotions. It is the ability of a person to manage and express their emotion properly as well as understand the emotional state of others and persuade their judgement and actions. A person's emotional maturity is very much influenced by his/her relationship history. Emotional maturity makes an important part of life, together with intellectual intelligence.

Family plays a crucial role in the development of emotional maturity of the child, specially mother has prominent impact on the life of the children and therefore their contribution in shaping the personality of adolescents cannot be ignored. It is said that home is the first school and mother is the first teacher of every child. In ancient time, specially in traditional family patterns, mothers were only taking care of children and did house hold work. They were not permitted to go outside home for work force. The work for bread earning was done by only male members of the family. So mothers spent their lot of time to enhance the positive personality factor, unfold hidden potentials and help to cope up adequately in difficult situations (Mandal and Mehera, 2017). Children can also develop a secure attachment with their mother and other family members. But now a number of women are entering the work 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 child rearing goals and practices (Khan & Shah, 2015). The early warmth and affection of a mother is associated with calm, happy and cooperative behaviour of the child. But because of job demands either the husband or wife are residing at different places and only able to meet at weekends or both of them working and hence forced remain out for most of the time and therefore the children are left at the mercy of maids or at crunches. Thus there is a drastic change in child rearing practices. Research finding suggests that children of the families where mothers are working outside are less cooperative, less sympathetic and exhibit indifferent social behaviour (Nanda and Monochas 1971). Ribble (1979) have also reported that the children of working mothers displayed carelessness, negativism, hypertension, sleep disturbance and emotional imbalance care less and emotionally unstable in early life but independent in later life (Mody & Murthy, 1988) as compare to non- employed mothers. Report of the WHO indicates that till 2020 childhood psychiatric disorders will increase over 50% due to genetic, psychological and environmental factors (Brown, Cueto, & Fee, 2006). The mother’s interactions with the child have a profound impact on its optimum development. In the absence of the mother a child feels lonely, insecure, unwanted and this adversely affects his emotional and personal development (Shah, 2015).

The present study was planned to examine the emotional maturity of the children of working mothers and home making mothers. The studies cited above and others clearly indicate that employed mother and their inability to give quality time to their children has negative impact on the emotional maturity of their children because they cannot develop secure attachment and good interpersonal relationship with each other. Significant difference in the emotional maturity of children of working mothers and home making mothers was hypothesized.

To compare the emotional maturity of the children of working mothers and home-making mothers.

Method

Design

Two group design was used to test the hypothesis. Group one consists of the children of working mothers and second group consisted of the children of home-making mothers.

Sample

A purposive sample of 100 children were selected (50 from families where mothers were working and 50 from families where mothers were home-making) from Rohtak and nearby villages with in the age range of 13 to 17 years and all were male students of 8th to 11th classes. In working mothers' group only those mother who were staying outside home eight hours duty.

Tool

Emotional Maturity Scale (EMS)

Emotional Maturity Scale developed by Singh and Bhargava (1990) was used for measuring emotional maturity. It consists 48 item related to five different categories of emotional maturity i.e. Emotional Instability, Emotional Regression, Social maladjustment, personality disintegration and lack of independence. Items are rated on five point response scale i.e. 1 to 5 which represents to emotionally mature to extremely emotional immature. The EMS has very good test-retest reliability 0.75 and high concurrent validity 0.64.

Procedure

The study was conducted on a sample of 100 participants with in the age range of 13 to 17 years in which equal number of children of working mothers and home-making mothers included. Each participant was contacted individually and confidentiality of their responses was assured. Test was uniformly administered to all the participants. All the participants were informed about the purpose of the study and only those who consented were included for testing.

Result and discussion

The objective of the study was to compare the emotional maturity of children of working mothers and home-making mothers. The obtained data were analysed by using descriptive statistics (mean and SD) and t test for the significance of mean difference. Results are given the Table 1 below:

Table 1. Means, SDs' and t values

Factor	Group	Mean	SD	t-value	Sig
Emotional instability	Working	24.72	6.57	3.86	.00
	Home making	20.36	5.17		
Emotional regression	Working	24.20	5.46	3.91	.00
	Home making	20.08	5.05		
Social maladjustment	Working	23.18	5.55	3.59	.00
	Home making	19.30	5.25		
Personality disintegration	Working	20.17	6.11	3.51	.00
	Home making	17.26	4.18		
Independence	Working	17.68	4.12	.22	.82

	Home making	17.88	4.71		
Total score	Working	110.70	20.16	4.18	.00
	Home making	94.90	16.69		

Significant level is .01

Fig. 1.1: Showing the mean comparison of employed mother's children and Unemployed mother's children.

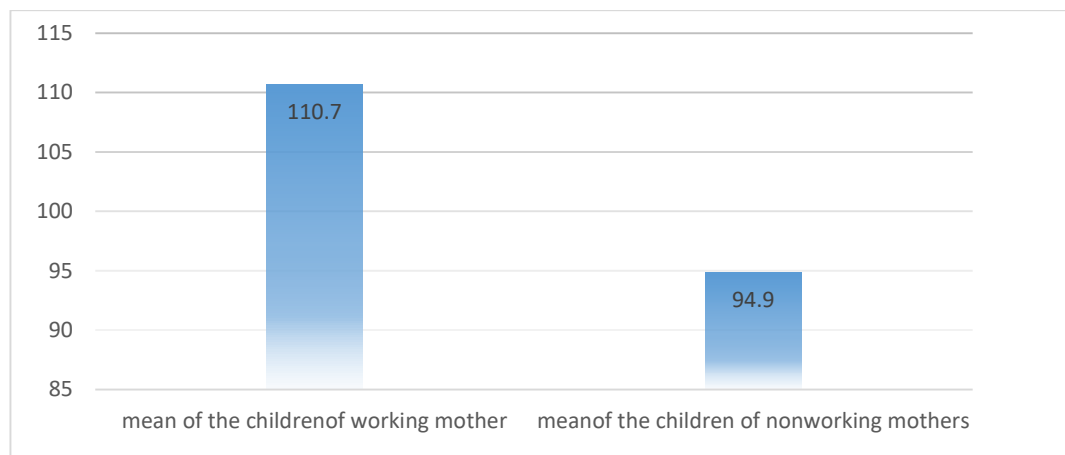


Fig: 1. Mean emotional maturity scores of working and homemaking mothers.

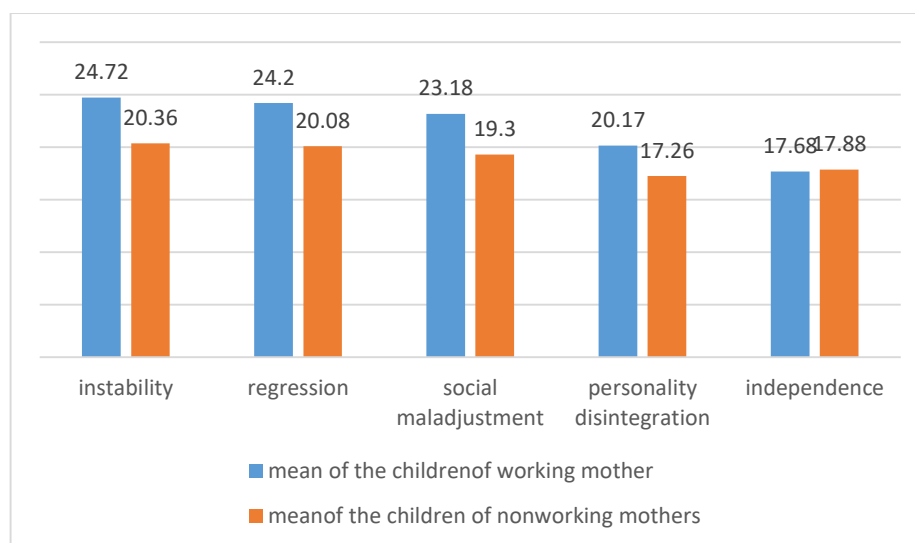
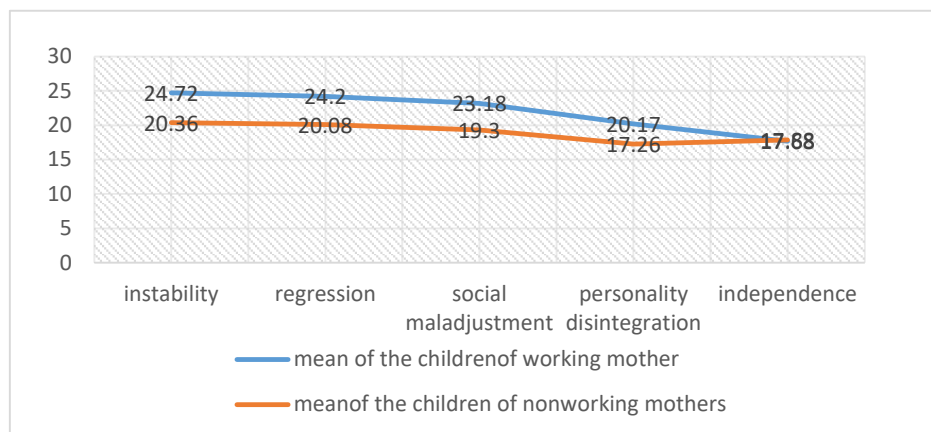


Fig: 2. Showing the mean comparison between children of working and home making mothers on various factors of Emotional Maturity



Result depicts that children of working mothers are less emotionally mature than those of homemaking mothers. The mean score (110.70) of the children of working mothers was higher than the mean score of the children of home making mothers (94.9). The difference between these two mean scores was found to be significant through using t-test ($t=4.18$, $df=98$, $p<.01$). As per emotional maturity scale higher score indicate lower emotional maturity and low score denote to high emotional maturity. The mean score are also depicted in Figure 1. As far as the scores on different dimensions of emotional maturity (viz. emotional instability, emotional regression, social maladjustment, personality disintegration and independence) the children of working mothers scored higher than those of home making mothers (Table 1). They were more emotionally instable ($t=3.86$, $df=98$, $p<.01$), socially maladjusted ($t=3.59$, $df=98$, $p<.01$), personality disintegration ($t=3.51$, $df=98$, $p<.01$). Emotional regression was also signif (Table 1). The findings clearly indicates that the children of home making mother who devote more time with them were emotionally stable, better socially adjusted, have better personality integration and less emotionally regression. On independence both groups of children scored equally ($t=0.22$, $df=98$, $p>.05$). It is also evident from Figure 2. The children of working mothers face emotional deprivation because their mother are not able to give proper love and affection due to lack of time and work strain. It may affect their attachment bond with mother which is basic requirement for emotional maturity. But home making mothers spend lot of time with their children and give love affection and develop secure attachment and give direction at every stage of life. They teach them how to manage and express their emotions in a particular situation. Children of home making mothers are more progressive while children of working mothers are emotionally regressive.

The findings of the study are in line with the studies of (Mandal & Mehera, 2017; Miller, 1975; Hock, McBride & Gnezda, 2004; Andrabi, 1997 & Hills and others, 2001) reporting adverse effect of the less time spent with the children because of their job demands. But the findings of the study need to be generalized cautiously owing to **the uni variate** status of the study and a -host of factors may have influence on the emotional maturity. Despite all these findings of the stud have implication for all the parents that quality time

is to be given to their children and in that they need to focus on imbibing the core values. It may help in channelizing the values of the adolescents in constructive direction and thereby help in reducing the adolescents' behavioural problems.

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