

EFFECT OF MOTHER'S WORKING STATUS ON BEHAVIORAL PROBLEMS OF PRIMARY SCHOOL CHILDREN

Soumita Ranjan, Research Scholar, Faculty of Education, BHU, Kamachha, Varanasi-10, UP, India,
Email :-soumitaranjan@gmail.com

Abstract

The purpose of this study was to determine the effect of mother's working status on behavioral problem of primary school children. A sample of 1500 primary school children was selected by multistage random sampling method out of which 395 primary school children were identified with behavioral problems on the basis of a child problem behavior checklist filled by their class teachers. Out of these 395 primary school children, 194 belong to non-working mothers while 201 to working mothers. t-test was used as statistical technique in this study. The results indicate that children of working mothers show more behavioral problems as compared to those of non-working mothers.

Key-words: Behavioral problem, primary school children , working mothers, non-working mothers.

Introduction

The neonate of today is a citizen of tomorrow. The future of the society, its peace, prosperity, harmony , health and happiness depends a lot on its children.

Early childhood or primary school stage is a critical period, marked by a change in child's environment, at a time when their cognitive and social capabilities are also changing.

“Childhood is the time when the individual's basic outlooks, values and ideas are to a great extent shaped.” Blair, Jones and Simpson (1972)

In Freud's (1960) view of development, this is the latency period, a time when the libido is not concentrated on a particular part of the body or person as it was during the oral and phallic stages. In Erikson's (1963) concept of development, these years (6-11) mark the stage of industry versus inferiority.

Between the years 6-11 child's awareness of others and his surroundings greatly increase (Sutton and Smith, 1973)

Hence, this crucial stage must be shaped very carefully with loving and caring attitude of parents and teachers. It is very obvious that parent's play a very important role in the outcome of a child. They are the sculptors that mould a child into a potential success or that mould a child into a potential success or failure.

It is said that the family is the first school of a child and the mother is the first tutor. Every member of the family occupies a vital position in the interaction map of a child but among them the role of mother is very important and varied as the child spends most of his time with his mother. Mother is the glue that holds a family together because it is up to them to provide the loving care and support needed by growing children. The nurturing a mother provides is unparallel and a vital part of child's care.

According to Husen (1963), among the various agents of socialization in the family, mother

plays a distinct and important role in development of personal characteristics, social behavior, emotional adjustment, motivation and many of the such traits.

The term behaviour refers to the way a person responds to a certain situation or experience. It is affected by temperament, which is made up of an individual's innate and unique expectations, emotions and beliefs. Most children learn to regulate their reactions and feelings over time in the early years through emotional connections with significant others. All children sometimes disobey adults or behave badly or breaks the rules accepted in their family and community so there is nothing to worry about but if the child is continuously having some difficulty or continues to behave badly or cross the limits of ordinary childish mischief then it comes under behavioral problems and becomes a matter of great concern as this sort of behavior can affect a child's development , achievement and can interfere with their ability to lead a normal life with family and society. These problem behaviours can be broadly classified under five dimensions as cognitive, physical, emotional, social and moral. Cognitive dimension includes problem in concept formation, learning disability, difficulty in concentration etc. Frequently blinking of eyes, speech problems, vomiting problem etc. come under physical dimension. Aggression, highly sensitive, anxious etc. come under emotional dimension. Children who are poorly coordinated or prefer being with older or younger kids have social problems. Likewise stealing, telling a lie, showing boasting nature etc. come under moral dimension. These problems can occur in children of all ages but very often they start in early life or primary school stage.

Social behavior is defined as the interaction which takes place between human organism and his environment. It may be classified on the basis of social processes involved in it such as adjustment, cooperation etc. The years from 6-11 are a time of great increase in social development. It is socially a most decisive stage.(Erikson,1963)

Between the years 6-11 child's awareness of others and his surroundings greatly increase (Sutton and Smith, 1973)

The ideal living environment that a mother can provide for the children, so that they may develop a good social behavior is a warm caring home. It is up to the mother to teach the child through love so that they will grow up into a caring well- rounded person.

Hence, in this world no one can take the place of a mother. Mothers are a role model for their children.

But as time changes, mother change to meet the new roles than they are expected to play. Gone are the days when most mothers just cared for the family and the home.

Either to cop up the need or to maintain social status, now a days, many mothers are also going out and participating in increasing family income to provide better facilities and living standards to their children.

Mothers today are a lot of things to a lot a people but still have to play the mother's role. All mothers are expected to provide support, loyalty and unconditional love towards their family. But while performing the dual roles, as income earner and child care provider they are getting too little time to spend on children as compared to non-working women.

Few researches in developing countries found that working women spent less time on child care as compared to non-working women (Basu & Basu,1991; Shivakami, 1997 for india; Paolisso et. al 1991 for Kenya). Mother's time investment in child care is presumed to be strongly influenced by whether she is economically active or not. Women when participate in the labor market are believed to spend less in maternal activities.

Also, working women may not be able to provide care with the same intensity to their children as non-working women. This results in development of behavioral problems in children of working mothers. They feel lonely, become awkward, absent minded, develop inferiority complex, become aggressive, attention deficit hyperactive, nervous, cognitively fatigue, become shy, fearful, develop bad habits as lying, stealing etc. as there was no one to shape their behaviors in an appropriate way.

This working status of mother can affect a child's development and can interfere with their ability to adjust themselves to lead a normal life. These kind of problematic behaviors of children put a huge strain on family as well as on the society.

Need of the study – Many people are of different views regarding effect of mother's working status on behavioral problems of children. Some have the opinion that children of working mothers suffer so much and get neglected as they get a little time to spend on their children. Hence behavioral problem develop in their children but some are of the view that children of working mother become self confident, obedient, punctual etc. They get mature earlier. Hence this conflict of opinions stimulated the researcher to conduct the present investigation to find out whether there is any difference in behavioral problems of primary school children of working and non-working mothers.

Definition of the key terms-

Behavioral problems- problems in someone's behaviors which create difficulty in adjusting oneself according to the surrounding is termed as behavioral problem.

Primary school children- Children of class IV and V are taken as primary school children.

Working mothers- Mothers engaged in some remunerative jobs are termed as working mothers.

Non Working Mothers- Mothers who are not engaged in any remunerative jobs or housewives are termed as non working mothers.

Objectives of the study-

1. To find out the influence of mother's working status on behavioral problems of Primary school children.
2. To find out the influence of mother's working status on different dimensions of behavioral problems of primary school children.

Hypotheses of Study(to be tested at 0.05 level of significance)-

Following Hypotheses were formulated on the basis of objectives 1 and 2 respectively.

H₀₁ – There would be no significant difference in behavioral problems of primary school children of working and non working mothers.

H₀₂- There would be no significant difference in different dimensions (cognitive, physical, emotional, social, moral) of behavioral problems of primary school children of working and non-working mothers.

Sample and Sampling Method- A sample of 395 primary school children from a major sample of 1500 children of Varanasi District was selected by multistage random sampling method out of which 194 belong to non working and 201 to working mothers.

Tool used – for measuring behavioral Problems, a child problem behavior check list was developed by the investigator. The child problem behavior checklist contains 70 items regarding various dimensions of behavioral problems related to primary school children. It tries to occupy most of the behaviour problem of children belonging to different dimensions of behavior such as cognitive, physical, emotional, social and moral. Items 1-15 belong to cognitive dimension, 16- 31 belong to physical, 32- 45 belong to emotional, 46-60 to social and 61- 70 belong to moral dimension of behavior. The items are coded on a 3- point scale that rate frequency of specific behavior problem(mostly, sometimes,rarely). If the child shows the problem behavior 'mostly',he/she will be awarded three marks, if 'sometime', then two, but if shows 'rarely', then one mark will be awarded. Hence as per the checklist, the maximum score will be 210 while the minimum will be 70. A personal datasheet was also been prepared by the investigator to gather the required information regarding personal details of the child.The reliability of the check list was determined by split – half method and found as 0.78. Content validity of the tool was established through consultation of the experts in the field of education and psychology. The reliability computed was found to be 0.78.

Procedure-

The responses marked by the class teachers on the behavioral problem check list for the primary school children related to them were scored, tabulated and analyzed using appropriated statistical technique. On the basis of total behavioral problem scores of 1500 primary school children, children with a score of 92 and above i.e. third quartile and above, have been chosen as children with behavioral problem. Their number is 395.

Data Analysis :

A hypotheses - wise analysis and interpretation have been given below-

Ho1- There would be no significant difference in behavioral problems of primary school children of working and non – working mothers .

Table 1:- Mean, SD and t-Value of behavioral problem of primary school children belonging to working and non working mothers.

Group	N	M	SD	t- Value	Sig. Level
Non working	194	106.22	15.370	12.706*	0.05
working	201	129.80	20.971		

*Significant at 0.05 level

Interpretation-

Table 1 shows behavioral problems of primary school children of working and non- working mothers. The t-value is 12.706 which reveals that there is significant difference in the behavioral problems of primary school children of working and non working mothers as t- Value found is significant at 0.05 level of significance. Therefore, null hypothesis is rejected. The mean score of behavioral problem primary school children belonging to working mothers is high which indicates that children of working mothers possess more behavioral problems in comparison to those of non working mothers.

Ho2- There would be no significant difference in different dimensions (cognitive, physical, emotional, social, moral,) of behavioral problem of primary school children of working and non-working mothers.

Table 2.1- mean and standard deviations of behavioral problem scores of primary school children of working and non-working mothers on different dimensions of behavior.

Groups	Cognitive dimension		Physical dimension		Emotional dimension		Social dimension		Moral dimension	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Non-working	24.63	5.761	21.70	5.416	21.15	4.654	22.59	4.693	16.20	3.534
Working	29.08	6.708	26.56	6.284	27.14	6.080	27.94	7.019	19.25	4.304

The obtained results are the clear indicative of the higher mean value of children of working mothers as compared to those of non- working mothers which shows that children of working mothers have more behavioral problems on all dimensions as compared to those of non working mothers. The t-value calculation between the behavioral problem scores of children working and non-working mothers on various dimensions of behavioural problems are as follows.:

Table 2.2 t-values of primary school children of working and non- working mothers on different dimensions of behavioural problems.

Cognitive dimension	Physical dimension	Emotional dimension	Social dimension	Moral dimension
7.071*	8.223*	10.976*	8.860*	7.689*

*Significant at 0.05 level

Interpretation- It can be interpreted from the above table that calculated t-value between the mean scores of behavioral problem of primary school children working and non- working mothers differ significantly on all dimensions (cognitive, physical, emotional, social, moral) at 0.05 level of significance. Thus, the null hypothesis is rejected which reveals that children of working mothers differ significantly from those of non-working mothers on all dimensions of behavioral problem. The related means of behavioral problem scores of primary school children of working mother in all dimensions of behavioral problem is higher than those of non-working mothers which proves that primary school children of working mothers have more behavioral problems in all dimensions of behavior than those of non working mothers.

The above finding is supported by the study of Moatz M et. al (2004),who studied on prevalence and risk factors of emotional and behavioral problems among school children and reported mother's occupation as one of the most important risk factors of developing emotional and behavioral disturbances in these children. Similar results were reported by Jackson A.P. (2003), who reported that behavioral problems of children depend on mother's depressive symptoms due to her employment status.

Conclusion:- On the basis of findings of the above study, it may be concluded that there is significant difference in the behavioral problems of primary school children of working and non working mothers and children of working mothers possess more behavioral problems in comparison to those of non working mothers. Children of working mothers differ significantly from those of non working mothers on all dimensions of behavioral problems like cognitive, physical, emotional, social and moral. This result has been supported by Lucas et. al.(2010), Kelly. J. Khelleher et. al. (2006), Moatz, M.et.al (2004). So, what we may do is that we must try to understand our

responsibility and maintain co-operation in family so that the critical stage of early childhood may pass smoothly without any problems but even after that also, if any sort of problem arise, it must be handled very carefully with loving care of parents and teachers because today's children are the future citizens of our society and we must try to conserve our future.

References-

1. Basu, A. M. & Basu, K.(1991). Women's Economic roles and child survival: The case of India, **Health Transition review** -1, (1), 443-445.
2. Blair, G.M.R., Jones, S.and Simpson, H.R.(1972).**Educational psychology**. New York: The Macmillan Company, II Edition.
3. Erikson, E. H. (1963). **Childhood and Society**. New York : W.W. Norton.
4. Freud S. (1960): **Developmental Psychology**. New York : W.W. Norton.
5. Garret, Henrey , E. (1981). **Statistics in Psychology & Education**. Bombay: Vakils Fetter & Simons Ltd., Harris.
6. Husen, T. (1975): **Social Influences on Educational Attainment: Research Perspectives on Educational Equality**, Organization for Economic Cooperation and Development, Paris.
7. Jackson, A.P. (2003) The effectiveness of family and neighbourhood characteristic on the behavioural and cognitive development of poor black children ; a longitudinal study, Pennsylvania, **American journals of Community Psychology**: 32(1-2) : 175-86.
8. Kelley. J. Khelleher (2006). **Official Journal of the American Academy of Paediatrics**. 105.
9. Lucas-Thompson, R. Goldberg, W., Prause, J., (2010). Maternal work early in the lives of children and its distal associations with achievement and behavioral problems: A meta analysis. **Psychological Bulletin**, 136(6): 915-942.
10. Moatz M.et. al “ emotional and behavioural problems among male Saudi school children and adolescents prevalence and risk factors”, German Journals of Psychiatry, 2004. **www.gipsy.Unigoettingen.de**
11. Paolisso, M. N. Duncan & Jodith T. (1991). Behavioral Research on House Hold Activity Patterns, Resources Allocation and Care Practices. In J. Cleland and A. G. Hill (eds). **The Health Transition: Methods and Measures. Health Transition Series No 3**, 289-302.
12. Shivakami , M. (1997). Female Work Participation & Child Health : An Investigation in Rural Tamilnadu, India, **Health Transition review**- 71(1), 21-32.
13. Sutton- Smith B (1973). **Child Psychology**. New York: Appleton Century- Crafts.