

Emotional Intelligence Of Children Of Working And Non-Working Mothers

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ABSTRACT: The study was under taken to study the emotional intelligence of children of working and non-working mothers. The sample of the study comprised of 100 children (50 children of working mothers and 50 children of non-working mothers) selected randomly from all Govt. High and Higher Secondary Schools of zone Shopian. Emotional intelligence scale by Hyde et al was employed for the collection of data and ‘t’ test was used for the analysis of data. Bar diagrams and Line graphs were drawn to make the results transparent. The results of the study highlight that children of non-working mothers are more emotionally intelligent than children of working mothers. Children of working and non-working mothers show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and altruistic behaviour. Children of non-working mothers have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skilful in dealing with people. They are found to be more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They are better able to encourage people to take initiative. They can handle conflicts around them more intelligently than the children of working mothers. No significant difference was found in value orientation and commitment between children of working and non-working mothers.

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1. INTRODUCTION

With the emergence of a new economic pattern, increasing opportunities for education, rising standard of living and increased modernization, women from the middle and upper class families have also started coming out of their traditional role of a home maker to join the work force. The number of working women has been increasing year by year. The increasing number of women in the work force has created a number of problems to their children. The women who are in full time jobs which very often necessitates staying away from their family for long hours during the day and create more disturbances for their children. Employment of women has created number of problems to their children and paved way for controversies regarding maternal employment and child development. There is a general feeling that the maternal employment brings emotional deprivation to the school age children.

Sociologists, social psychologists and educationists got interested in the field of children of working and non-working mothers to find out the problems that the children of working mothers face. A galore of studies have been conducted by: Hoffman (1963) found that the children of working mothers appeared to be less assertive and less affective in their peer interaction. These children

helped someone less in house hold tasks than did the children of non-working mothers. Moore’s (1963) data indicate that the children who had been left by their mothers from early infancy showed more dependent attachment to their parents than did any other children. They exhibited other symptoms of insecurity such as nail biting and bad dreams. Mahajan (1966) brought to light that about 92% of unmarried college going girls would favour the traditional role of house wives in case their husbands disliked their working outside the homes. Miller (1975) reveals that daughters of working mothers were found to be more aggressive and less passive than daughters of non-working mothers. Ribble (1979) has found that children who were not fortunate enough to have the loving, caring and constancy of their mother during their earlier years reacted with negativism, hypertension, stupors sleep, diarrhoea and emotional imbalance. According to Hoffman (1980), fulltime employment may result in less effective socialisation of sons because their more active behaviour requires greater parental monitoring and intervention than is necessary for girls. Bronfenbrenner, Henderson (1984) and Alvarez (1985) have found that highly educated full time employed mothers described their three year old sons in especially negative terms. Their boys seemed demanding and non-compliant. Rane (1986) found

that neurotic disorders were located in the children of working mothers. Sharma (1986) has revealed that the children of non-working mothers were found to be more excited, tender hearted, sensitive, dependent and more protective. Mody and Murthy (1988) have revealed that the children of employed mothers were found to be careless and slightly emotionally unstable in the early years compared to the children of non-employed mothers. The study of Ramu (1989) points out that working women are the first ones to admit that their work results in the neglect of children and accept that husbands often perceive the same. Vandell & Ramanan (1991) have found that children with latch key experience have more behaviour problems. They are emotionally weak. Sroufe et al (1993) have found that insecurely attached infants by contrast, often have later problems: inhibitions and negative emotions in toddler hood, hostility towards other and dependency during the school years. Walzer (1996) has revealed that working mothers are more likely to think about their babies and to feel guilty if they become so consumed with the demands of their jobs that they fail to think about their babies. Andrabi (1997) found that the children of working women experience more emotional adjustment problems. Hill and others (2001) found that when a child's mother works in the first year of life it can have a negative effect on the child's later development. 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. Brooks – Gunn, Han and Waldfogel (2002) in their longitudinal study found that the three year old children of mothers who went to work before the children were nine months old had poorer cognitive outcomes than three year old children who had stayed at home with their mothers in the first nine months of the child's life. Aizer (2004) has found that the children without adult supervision are more likely to engage in anti-social or risky potentially dangerous behaviour. Brackett et al (2004) have found that high emotionally intelligent individual is less likely to engage in self destructive or negative behaviours. Ora, Einaya &, Ehlas (2006) have that the children of working mothers were having more difficulties and being less adjusted to kindergarten. Their adjustment to day care was also poorer. Vijayalaxmi & Bowlby (2007) have found that the adolescent children of home makers have significantly higher self concept. The children of home makers have significantly higher self concept and higher achievement motivation than the children of employed mothers. The female children of home makers are having significantly higher emotional maturity compared to the male children of home

makers. The children of employed mothers are more socially maladjusted and lacked independence to a very highly significant level compared to the children of home makers. Hock, McBride & Gnezda (2004) have revealed that there existed a positive relation between maternal separation anxiety and children's anxieties and separation from their mothers. This is perceived as a threat to the child's well being and/or to her own psychological equilibrium. Such anxiety may be reflected in feelings of worry, sadness, or guilt.

From the above cited studies it becomes obvious that no study has been conducted on emotional intelligence in Kashmir as yet. Therefore, the present investigator makes a humble attempt to study the emotional intelligence of children of working and non-working mothers. When mothers enter the employment market, their children face crisis just from their early age. They face hardships in terms of emotional support and rearing. There are hardly any crèches where she can park the children and expect them to be looked after until she can return from work and take care of them herself. Whole time servants are no longer within the reach of middle income families. A part-time sweeper is all that they can afford unless they are lucky enough to be in areas where women workers are available to wash up kitchen utensils once a day. According to Santrock (2004), the children of working parents do not see their parents from the time they leave for school in the morning until about 6 or 7 PM. They are called latch key children because they are given the key of their home, take the key to school, and then use it to let themselves into the home while their parents are still at work. These children had negative latch key experiences. Without limits and parental supervision these children find their way in to trouble more easily, possibly stealing, vandalizing or abusing a sibling. After coming from school back to home children find the door locked from outside and wait for their parents to open the lock. In nuclear families most of the times these children sleep near the door. As Erickson (1980) points out these pupils develop mistrust not only about their mother but about the whole world as they are not being cared properly. These children don't get proper care from their mothers even when they return home after completing days work. They are usually exhausted and hardly get time to care for their children. The emotional intelligence is a new concept which gets shaped if there is more caring and rearing for the child and as it is expected that working mothers cannot give as better treatment to their wards as the non-working mothers can provide. Therefore, it is expected that the

emotional intelligence of children of non-working mothers would be better than the children of working mothers. With this background, the present investigator wants to explore whether emotional intelligence of children of non-working mothers is really better than the children of working mothers. The study will go a long way to help the planners and administrators to make arrangement of proper 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 some period of time, otherwise their children would face crisis.

2. OBJECTIVES OF THE STUDY

The following objectives were formulated for the purpose of the present investigation:-

- 1.To identify children of working and non-working mothers.
- 2.To study emotional intelligence of children of working and nonworking mothers.

NULL HYPOTHESES: The following hypotheses were framed for the purpose of present study:

1. There is no significant difference between children of working and non- working mothers on emotional intelligence (composite score).
2. There is no significant difference between children of working and non-working mothers on emotional intelligence (factor wise).

4. OPERATIONAL DEFINITION OF VARIABLES

The different variables used in the present study are defined as under:

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

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

private job.

3. Emotional intelligence: - Scores gained by sample subjects on emotional intelligence inventory Hyde et al (2001). The scale comprises of ten factors, these are: Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour.

NULL HYPOTHESES: There is no significant difference between children of working and non-working mothers on emotional intelligence. (Composite score)

1. There is no significant difference between children of working and non-working mothers on emotional intelligence. (Factor wise)
2. There is no significant difference between children of working and non-working mothers on academic achievement. (Composite score)
3. There is no significant difference between children of working and non-working mothers on academic achievement. (Subject wise)

5. METHODOLOGY AND PROCEDURE

SAMPLE: The Shopian District comprises of four educational zones. Out of them only one educational zone was selected randomly by the investigator. All the children of working mothers (N=50) of the age group 14 – 15 years reading in 9th class of Government High and Higher Secondary Schools were contacted. Equal proportion of children of non-working mothers was taken by the investigator for the sample (N=50).

Tools:

For the measurement of emotional intelligence of the sample subjects of working and non-working mothers Hyde et al (200 1) emotional intelligence inventory was administered.

Data Analysis: In order to analyse the data, ‘t’ test was used. Bar diagrams and Line graphs were drawn to make the results transparent.

Table 1.0: Significance of mean difference between children of working mothers (CWM) N=50 and children of non-working mothers (CNWM) N=50 on Emotional intelligence (composite score).

Group	N	Mean	SD	t-value
Children of working mothers	50	154.20	4.37	3.70**
Children of non-working mothers	50	157.42	4.40	

Note: **→ Significant at 0.01 level.

Table 1.1: Significance of mean difference between children of working mothers (CWM) N=50 and children of non-working mothers (CNWM) N=50 on Emotional intelligence factor-wise.

Factor	Group	Mean	SD	t-value	Significance
Self awareness	CWM	17.95	1.66	2.55*	S
	CNWM	18.64	1.12		
Empathy	CWM	22.63	1.33	2.84**	S
	CNWM	23.34	1.29		
Self-motivation	CWM	27.45	1.59	2.96**	S
	CNWM	28.34	1.49		
Emotional stability	CWM	18.12	1.70	3.03**	S
	CNWM	18.94	1.02		
Managing relations	CWM	17.80	1.66	2.76**	S
	CNWM	18.52	1.18		
Integrity	CWM	13.05	1.31	2.59*	S
	CNWM	13.62	1.03		
Self-development	CWM	8.65	1.02	2.55*	S
	CNWM	9.16	1.05		
Value orientation	CWM	8.6	1.25	1.81	NS
	CNWM	9	1.05		
Commitment	CWM	8.75	1.50	1.56	NS
	CNWM	9.14	1.20		
Altruistic behaviour	CWM	8.20	1.39	2.36*	S
	CNWM	8.72	1.02		

Note:- **→ Significant at 0.01 level.
 *→ Significant at 0.05 level.
 S – Significant. NS – Not significant

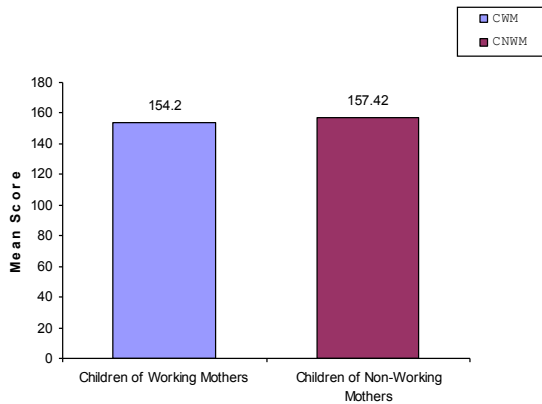


Fig. 1: Comparison between children of working mothers (N = 50) and children of non-working mothers (N = 50) on emotional intelligence (Composite score).

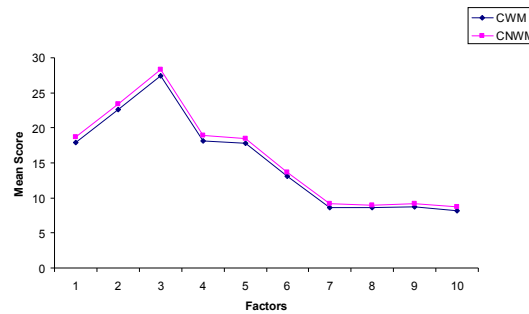


Fig.2: Comparison between Children of Working Mothers (N = 50) and Children of Non-working Mothers (N = 50) on emotional intelligence (Factor wise).

6. DISCUSSION AND INTERPRETATION

The data analysed in **Tables 1.0 - 1.1** and **Figures 1, 2** is interpreted and discussed as under:

The perusal of table 1.0 makes it clear that the mean score of children of working mothers (154.20) is lower than the mean score of children of

non-working mothers (157.42). The differences between their mean score have been found to be statistically significant at 0.01 level. This justifies that children of non-working mothers are more emotionally intelligent than children of working mothers. The figure 1 also justifies our findings.

The result seems to be genuine on the grounds that children of working mothers remain deprived of healthy family care, they become emotionally weak.

The perusal of Table 1.1 makes it clear that the mean scores of children of working mothers (17.95) is lower than the mean score of children of non-working mothers (18.64) on self awareness. Significant difference was found between children of working and non-working mothers at 0.05 level on factor-A (Self-awareness). The children of non-working mothers have been found clear in their priorities are able to discuss emotions and communicate clearly and directly. They are also found to be friendly. The results seems to be justified on the basis that children of non-working mothers are more aware about themselves because remaining with their mothers they develop healthy balance of emotions. The figure 3 also justifies our results. It also makes clear that the mean score of children of working mothers (22.63) is lower than the mean score of the children of non-working mothers (23.34) on factor-B (empathy). The obtained 't' value is significant at 0.01 level. The result seems to be in expected direction because non-working mothers pay more attention to their children. Paying proper attention to the children is a basic requirement for socialisation. These children are more sociable, friendly, helpful and skilful in dealing with people than the children of working mothers.

The perusal of the Table 1.1 also makes it clear that the mean score of children of working mothers (27.45) is lower than the mean score of the children of non-working mothers (28.34) on factor-C (Self motivation). The obtained 't' value is significant at 0.01 level. This shows that children of non-working mothers are more internally motivated. In their childhood they get conducive atmosphere in home which shapes their personality in proper direction. These children become more responsible and have a good control over their feelings. They are not easily disturbed as compared to children of working mothers.

The table also makes it clear that the mean score of children of working mothers (18.12) is lower than the mean score of the children of non-working mothers (18.94) on factor-D (emotional stability). The obtained 't' value is significant at 0.01 level. Children of non-working mothers are more comfortable to novel ideas and new information, they pursue goals in spite of disturbances and obstacles. They face boldly both good and bad situations. In families where wife is taking up a job, the division of labour is not proportionally maintained with the result her home life is full of stress and strain. The

uncongenial atmosphere at home affects their children's emotional aspect.

It also makes clear that the mean score of children of working mothers (17.80) is lower than the mean score of the children of non-working mothers (18.52) on factor-E (managing relations). The obtained 't' value is significant at 0.05 level.

The ability to manage relations is another aspect of emotional intelligence that has been found to be important for success. Parents are not only the first and most consistently available teachers of their young children, but they also provide emotional base of security and the motivational roots that nourish exploratory curiosity. An infant well attached to a nurturing parent who is sensitive to infant cues and signals and who offers baby freedom to explore living space tends to be developmentally advanced. These children are found to be better in solving problems, are more popular, friendly, co-operative and helpful.

The Table 1.1 also makes it clear that the mean score of children of working mothers (13.05) is lower than the mean score of the children of non-working mothers (13.62) on factor-F (Integrity). The obtained 't' value is significant at 0.05 level.

While staying at home the non-working mother get enough time to better her child academically and emotionally. Non-working mothers also prevent their children from doing wrong things. They correct their errors from the very beginning and encourage them to setup goals for their future development. With the result these children become goal oriented and develop firm belief. On the other hand, children of working mothers spend more time alone. These children become prone to many wrong things because due to lack of adult supervision these children often engage in truancy, vandalizing and in abuse. There is no body to correct their errors with the result these children become unable to understand their weaknesses.

It also makes clear that the mean score of children of working mothers (8.65) is lower than the mean score of the children of non-working mothers (9.16) on factor-G (Self development). The obtained 't' value is significant at 0.05 level.

In this factor it has been found that children of non-working mothers are more popular and better liked by their peers. In addition to their work they can handle a number of tasks than the children of working mothers. Children of non-working mothers have fewer behavioural problems, such as rudeness or aggressiveness. They are better aware of their self; seek to develop more mature relationships with peers and family. The infant apparently has psychological needs which must be met if he is to develop into an emotionally mature adult. Just as nourishing food

and appropriate hygienic conditions are essential to satisfactory physical health and development suitable psychological experiences are imperative to adequate personality development.

The Table 1.1 also makes it clear that the mean score of children of working mothers (8.6) is lower than the mean score of the children of non-working mothers (9) on factor-H (Value orientation). The obtained value of 't' is not significant. The mean difference fails to arrive at any significant level; therefore more decisive decision can be taken about this factor. It also makes clear that the mean score of children of working mothers (8.75) is lower than the mean score of the children of non-working mothers (9.14) on factor-I (Commitment). The obtained 't' value is not significant. The mean difference fails to arrive at any significant level; therefore no decisive decision can be taken about this factor.

The details of Table 1.1 makes it clear that the mean score of children of working mothers (8.20) is lower than the mean score of the children of non-working mothers (8.72) on factor-J (Altruistic behaviour). The obtained 't' value is significant at 0.05 level. The impact of parenting starts in the cradle itself. The children who receive approval and encouragement from adults are better equipped to deal with challenges and stress inducing situations. They are also able to empathies with others. They interact more positively with parents, pre-school teachers, peers and are better able to resolve conflicts. Mother has more opportunities than the father to influence her off springs psychological growth and behaviour. One of the effects of this extreme degree of maternal attention is that both boys and girls prefer their mother's presence when they are in personal social difficulties.

After interpretation and discussion of the results, it becomes obvious that null hypothesis:

1. "There is no significant difference between children of working and non-working mothers on emotional intelligence (composite score)" is rejected.
2. "There is no significant difference between children of working and non-working mothers on emotional intelligence (factor wise)" is partially rejected.

7: Conclusion and Suggestions

Conclusion:

1. It has been found that children of working and non-working mothers are significantly different on composite score of their emotional intelligence. Children of non-working mothers are more emotionally intelligent than children of working mothers.

2. The study has revealed that children of working and non-working mothers differ significantly so far as their self awareness is concerned. The children of non-working mothers have been found clear in their priorities, are more intelligent in making decisions and are able to discuss emotions and communicate clearly and directly.
3. It has been found that children of working and non-working mothers differ significantly on empathy. Children of non-working mothers pay more attention to the worries and concerns of others, they are found to be friendly, sociable, helpful and skilful in dealing with people.
4. The study has revealed that children of working and non-working mothers differ significantly so far as their self motivation is concerned. Children of non-working mothers are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason.
- 5) It has been found that children of working and non-working mothers differ significantly so far as their emotional stability is concerned. Children of non-working mothers are more comfortable to novel ideas and new information; they pursue goals inspite of disturbances and obstacles. They face boldly good and bad situations.
- 6) The study has revealed that children of working and non-working mothers differ significantly so far as their integrity is concerned. Children of non-working mothers are more aware of their weaknesses than the children of working mothers.
- 7) The study has revealed that there is significant difference between children of working and non-working mothers so far as their managing relations are concerned. It has been found that children of non-working mothers are more co-operative, helpful, outgoing, friendly and democratic.
- 8) It has been found that there is significant difference between children of working and non-working mothers so far as their self development is concerned.
- 9) The study has revealed that there is significant difference between children of working and non-working mothers so far as their altruistic behaviour is concerned. Children of non-working mothers are better able to encourage people to take initiative. They can handle conflicts around them more intelligently than the children of working mothers.

Suggestions:

1. The working mother should stay at home when her baby is small. She should stay for at least two to three years with her baby. Working mothers should be given child care leave during the period when their children are very young (up to 3 years).
2. There should be proper arrangement of crèches for the children of working mothers. Crèches are necessary for the children of working mothers so that their proper development will take place.
3. The children of working mothers face crisis just from their early age. They 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.
4. Working mothers should be sensitized about the problems of their children due to their absence in home during the infancy stage of their children.
5. Research should be conducted on large sample. Comparative studies may be conducted about the children of working and non-working mothers with reference to their development (physical, social and emotional).

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