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A comparative study to assess the emotional problems among children (8-13 years) of working mothers and non-working mothers in rural and urban areas of Bhopal (M.P.)

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Abstract

The childhood period is vital because of socialization process by the transmission of attitude, customs, and behavior through the influence of the family and community. The environment of a child can be referred to holistic in various aspects of its influence-physical, social, intellectual, moral, emotional, spiritual and psychological areas, so the investigator felt a need to assess the emotional problems among children of working mothers and non working mothers.

Keywords: Assess, children, 8-13 years, working mothers, non-working mothers, rural and urban areas

Introduction

Background of the study

“The tie which links mother and child is of such pure and immaculate strength as to be never violated”

Washington Irving

In India, about 35% of total populations are children below 12 years of age. Today’s kids are tomorrow’s pallor’s of our country. The investment on our child in terms of developing environment both physical and emotional is going to reap rich individuals in future.

“What is done to children, they will do to the society”^[1]

Karl -Menninger

The childhood period is vital because of socialization process by the transmission of attitude, customs, and behavior through the influence of the family and community. The environment of a child can be referred to holistic in various aspects of its influence-physical, social, intellectual, moral, emotional, spiritual and psychological areas^[2].

The significant contributions made during the early ages of an individual’s life determine the whole some personality. School age is an important period in which the child learns through a formal teaching. The surrounding at home and school are going to make a great change in the children’s emotional and behavioral characteristics. Another one important factors is the mother’s external employment which has both positive and negative effect on their both physical and emotional growth.

On an average around 29% of the world’s children suffer from psychosocial problems. Recent evidence indicates that psychosocial disorders frequently lead to poor school performance and to dropping-out of school. This wastes educational resources seriously impairs the economic and social potentials of such children^[2]. Children are considered as the most potential unit of our future human resources in a country like ours, which relies great deal on its human resource strength therefore, it is necessary in the interest of our country to look after the health and welfare as they form the most vulnerable segment of the population. A better tomorrow depend much on the well being safety and development of the children today.

Research suggest that parenting has an important role to play in helping children to become adjusted and the 1st few months and years of a Childs life are especially important in establishing pattern of emotional, cognitive and social functioning which will in turn influence the Childs future development and in particular, their mental health.

Parenting programmers may therefore have a role to play in improving the emotional and behavioral adjustment of infants and toddlers. Behavior problems in children are an important social, educational and health issues. The prevalence of these problems, their stability over time, their poor prognosis, and their costs to both individuals and society, all point to the need for primary prevention and early effective interventions.

Needs of study

“There is a reason behind everything in nature”

-Aristotle

The recent studies estimated that only about 50% of the emotional problems of the children are identified by their primary physician or parents, 12-25% of all American school-age children and 13% preschoolers have emotional/behavioral disorders. The psychosocial problems increased from 6.8% to 18.7%. Attention problems showed the greatest absolute increase (1.4%- 9.2%) and emotional problems showed the increase (0.2-3.6%). The percentage of children with attention deficit/hyperactivity problems receiving medications increased from 32% to 78%.

These increase in psychosocial problems were associated with increase in the proportions of single-parent families, parents get divorced, mothers employment and parent child relationship^[3].

At least 3% of school children suffer from serious emotional disturbances, such as depression, suicidal thoughts, psychosis and serious attention problems. Attention deficits and hyperactivity is the most common behavioral disorder of childhood. The prevalence of attention deficits and hyperactivity among pediatric out patients in New Delhi was 11.2%. Sarkar, Kapur and Kaliaperumal (India) reported a prevalence rate of psychological disturbance of 10-54% in school going children of the age of group 8-13 years.

The psychological problems found to be in 44% of the children. Anxiety related symptoms 67%, emotional problems, particularly depression 62% and conduct problems 49% were found. A big group of the population in any city/country is that of students and the life of students is becoming more and more stressful. Family is the nuclear of all social groups because of its functional importance of the child. It is where healthy habits are learnt by the child. According to Tyrer and Tyrer (1974) absenteeism in the later years of schooling is predictive of depression in adult hood^[4].

American Academy of Paediatrics Division of Child Health Research, the majority of paediatrician surveyed found that mothers should not work outside the home from their child's infancy to early school age. The connection of children with their mothers at a young age will allow a close bond. This will make the communication between parent and child easier especially during the middle school and high school years. The attention and moral values the child receives will help to guide the child in a positive direction as they get older^[5].

The effects of maternal employment on children have negative action and positive action. Hence there is a need to study the difference in psychosocial problems of children of working and non-working mothers. This will helps the working mothers to improve the care given towards their children. This will also help them to concentrate on their emotional and behavioral characteristics. This intern reflects

their personality

Research question

1. Does your child show aggressive behavior?
2. Does your child have poor coping skills with their environment or peers?
3. Does your child feel excessive anxiety?
4. Does your child share problem with you

Statement of the problem

“A comparative study to assess the emotional problems among children (8-13 years) of working mothers and non-working mothers in rural and urban areas of bhopal (m.p.)”.

AIM

The aim of the study is

“To assess the emotional Problems among Children (8-13 years) of working mothers and non- working mothers in rural and urban areas of Bhopal (M.P.)”.

Objectives of the study

1. To assess the emotional problems among children of working mothers.
2. To assess the emotional problems among children of non-working mothers.
3. To compare the emotional problems between the children of working mothers and non- working mothers.
4. To find the association between emotional problems among children of working mothers and non-working mothers and their selected demographic variables.

Research hypothesis

H1-There will be a significant difference between the emotional problems among children of working mothers and non-working mothers.

Assumption

- The study assume that
1. The emotional problems will be more among children of working mothers.
 2. The emotional problems will be comparatively less among children of non- working mothers.
 3. There will be some difference among the occurrence of emotional problems in children of working and non-working mothers.

Delimitations

The study is limited to the children with the age group of 8-13 years.

Conceptual frame work

Theory can be developed using only conceptual approaches. Conceptual frame work is deliberately formed from experience and it conveys the human experiences of the concept. Conceptual frame work is created by considering all three sources of experiences related to the concept the word; think it, and the associated feelings.

The same word may be used to represent more phenomenon. The conceptual frame work of the present study was developed by using general model concepts of input process and product.

This study aimed at to assess the emotional problems among children (8-13 years) of working mothers and non-working mothers in rural and urban areas of Bhopal.

It is divided into three phases

1. Input
2. Process
3. Output

- **INPUT:** It has been defined as any form of information and material that enters into the system through a boundary. In this study, it refers to emotional problem among children of working mothers and non-working mothers, demographic variables and existing emotional

problem in children (8-13 years). In this their initial knowledge will be assess by the based on structured questionnaire.

- **OUTPUT:** Output is any information or material that is transfer to the environment. In this study, output refers to gain in knowledge to assess the emotional problems among children (8-13 years) of working mothers and non-working mothers through the structured questionnaire.

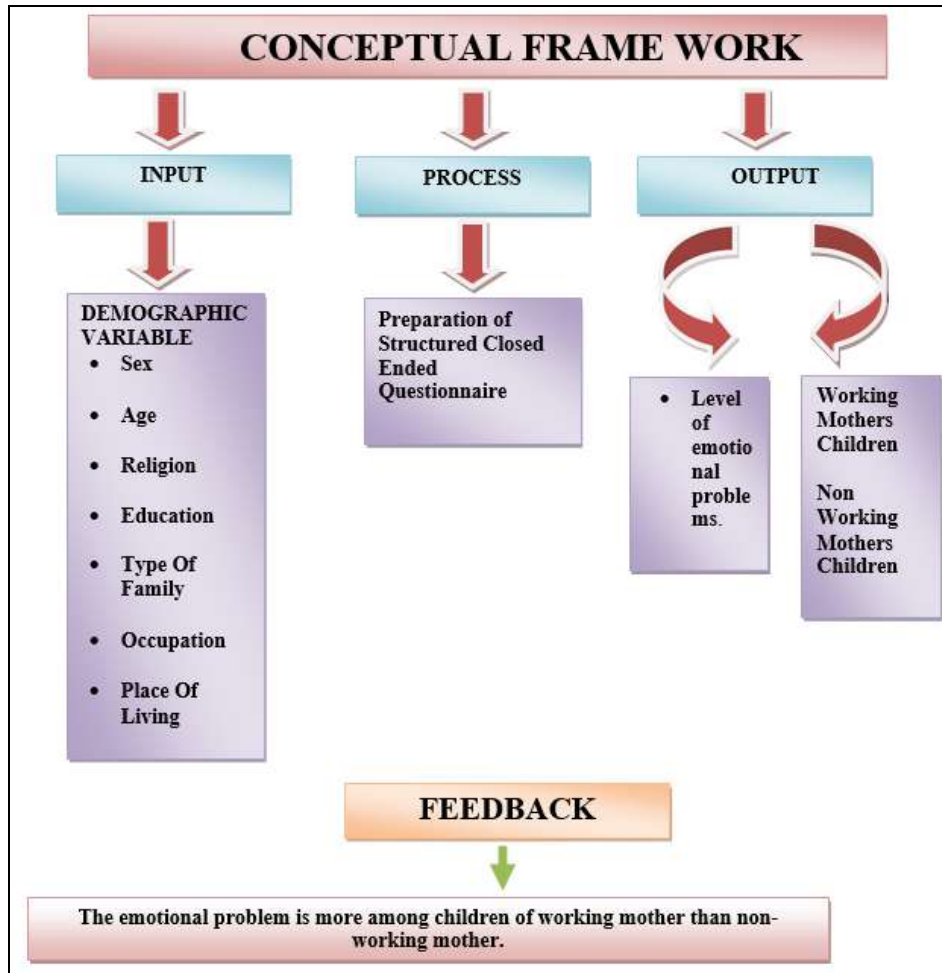


Fig 1: Conceptual Framework Based on General System Model by Ludwing Von Bretan Laffy (1968)

Research methodology

This study was conducted in urban and rural areas in Bhopal. Urban area which is situated in Navibagh and Rural area which situated in Itkhedi. These working mothers and non-working mothers were selected purposively for geographical proximity, time constraint, and better cooperation from the subjects and authority. In this comparative study was used. The sample comprised among children (8-13 years) of working mothers and non-working mothers residing in urban and rural area of Bhopal city, who fulfilled the inclusion criteria. The design was a comparative design to assess emotional problem among children (8-13 years) of working mothers and non-working mothers and the association between emotional problem of working mothers and non-working mothers. In this study, the sample size is 60 among them 30 belongs to children of working mother and 30 belongs to children of non-working mothers residing in rural and urban area of Bhopal city. In the present study, eligible children of working mothers and non-

working mothers residing in rural and urban area of Bhopal city, selected by non probability purposive random sampling technique by the investigator.

Inclusion criteria

1. Children between the age group of 8-13 years.
2. Children whose mothers are alive.
3. Children who are residing with mothers

Exclusion criteria

1. Children who are orphan.
2. Children who are not willing to participate.
3. Children who are not available at the time of data collection.

Results

(A.) Demographic variables

The subject belongs to place of residency is 50.0% from rural and 50.0% from urban. Majority 60.0% of the children

belongs to 8-10 years remaining 40.0% belongs to 11-13 years. Majority of 53.3% subject belongs to nuclear family and remaining 46.7% belongs to the joint family. Majority 38.3% subject belongs to 6-7 members in their family, 30.0% belong to >7 members, 21.7% belongs to 4-5 members in their family and remaining 10.0% belongs to 2-3 members in their family. Majority 40.0% subject educational status is graduate, 25.0% belongs to higher secondary school, 20.0% belongs to high school, 10.0% belongs to illiterate and remaining 5.0% belongs to primary school. Majority 50.0% occupational status of mother is housewife, 25.0% belongs to private worker and 25.0% belongs to govt. worker. Majority 65.0% family income is more than 5000/month, 20.0% belongs to less than 5000/month, 15.0% belongs to 5000/month. Majority 66.7% religion belongs to Hindu, 25.0% belongs to Muslim and 8.3% belongs to Christian and no one belongs to Sikh religion.

(B.) Assessment of emotional problem among children of working mothers and non- working mothers

The emotional problem among children (8-13 years) of working mothers and non-working mothers through structured questionnaire. Assessment of emotional problem was conducted by using structure questionnaire was given

on the same day. On the 7 day assessment of emotional problem was conducted by administering the questionnaire. The data was analyzed by using descriptive and inferential statistics. The result revealed that Differences mean of working mothers score 12.2 was significantly higher than the non-working mother score was 2.9 Thus structured questionnaire is effective to assess emotional problem.

Section-A

Analysis of the selected socio demographic variables of the respondents

This part deals with the data pertaining to the demographic profile of the respondent. The demographic data is analyzed using descriptive statistics.

The socio demographic data obtained from 30 children of working mothers and 30 children of non-working mothers are analyzed using descriptive statistics and is presented in terms of frequency and percentage. The sample characteristics include place of residency, age group of children, type of family, number of family member, education status of the mother, family income, mother occupation and religion.

Section – B

Table 1: Frequency and percentage distribution among children (8-13 years) of working mothers and non working mothers

Socio Demographic Data	Frequency	Percentage
Place		
Rural	30	50.0
Urban	30	50.0
Age Group		
8-10 Year	36	60.0
11-13 Year	24	40.0
Type of family		
Joint	28	46.7
Nuclear	32	53.3
Total no. of family member		
2-3 member	6	10.0
4-5 member	13	21.7
6-7 Member	23	38.3
More than 7	18	30.0
Educational status		
Illiterate	6	10.0
Primary	3	5.0
High school	12	20.0
Higher secondary	15	25.0
Graduate	24	40.0
Occupational status		
Housewife	30	50.0
Private	15	25.0
Government	15	25.0
Family income		
Less than 5000/month	12	20.0
5000/Month	9	15.0
More than 5000/ Month	39	65.0
Religion		
Christian	5	8.3
Hindu	40	66.7
Muslim	15	25.0

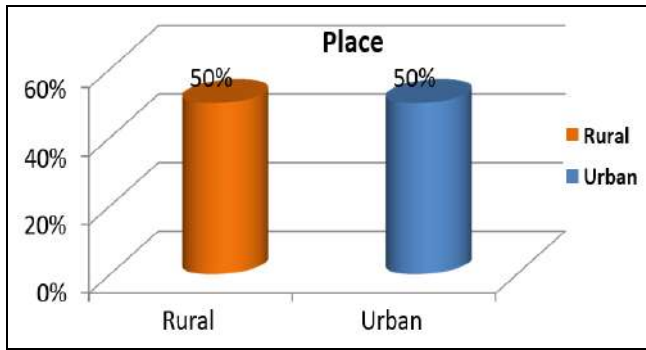


Fig 2: Distribution of socio demographic variable among children of working mothers and non-working mothers according to place of residency.

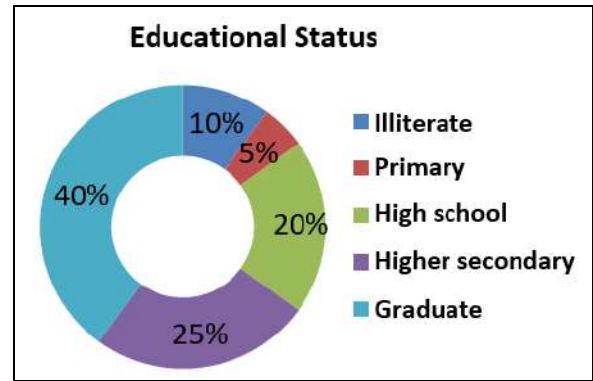


Fig 6: Distribution of socio demographic variable among children of working mothers and non-working mothers according to educational status.

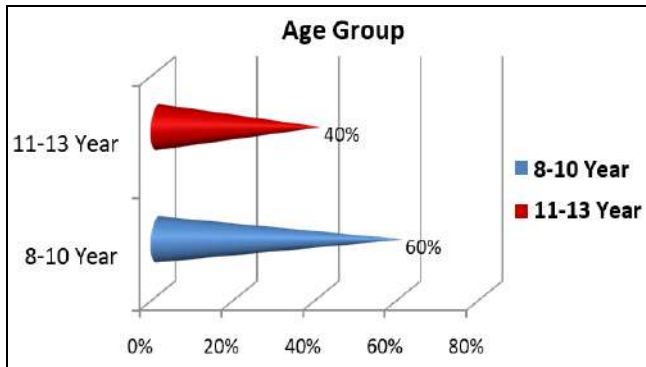


Fig 3: Distribution of socio demographic variable among children of working mothers and non-working mothers according to age group.

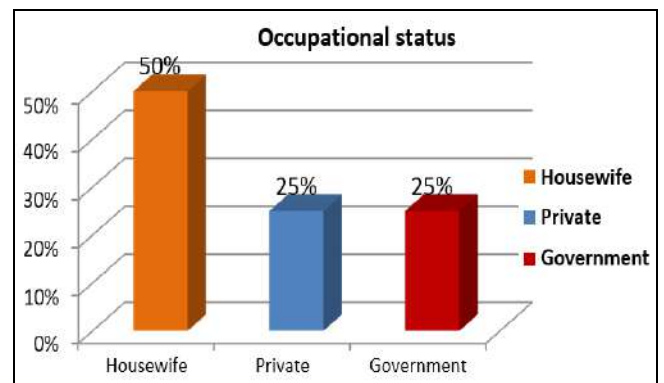


Fig 7: Distribution of socio demographic variable among children of working mothers and non-working mothers according to occupational status.

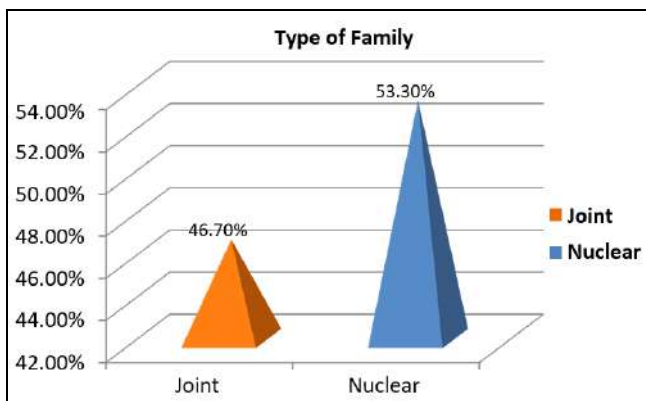


Fig 4: Distribution of socio demographic variable among children of working mothers and non-working mothers according to type of family.

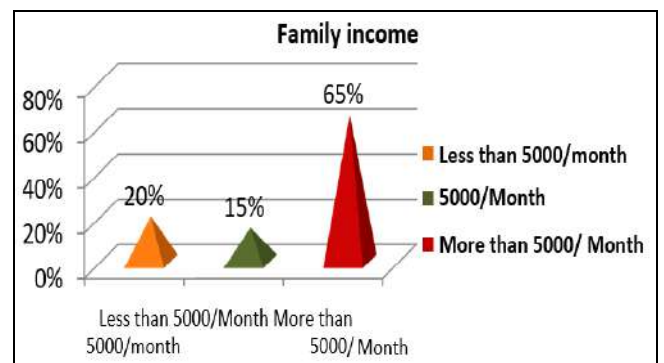


Fig 8: Distribution of socio demographic variable among children of working mothers and non-working mothers according to family income.

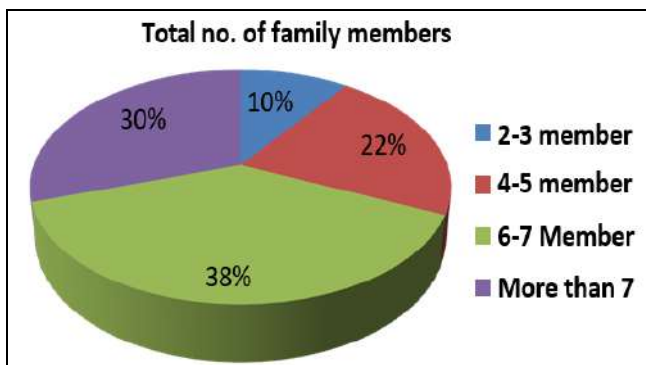


Fig 5: Distribution of socio demographic variable among children of working mothers and non-working mothers according to total number of family members.

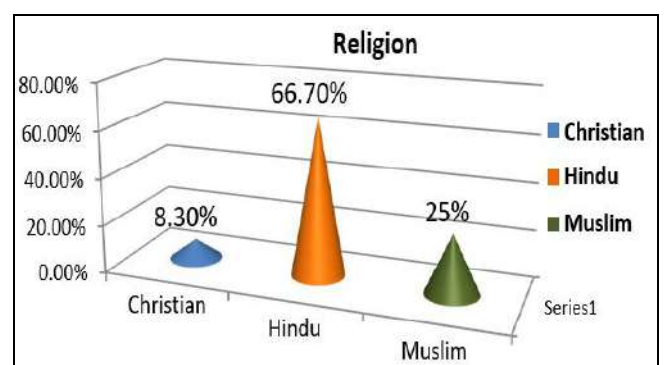


Fig 9: Distribution of socio demographic variable among children of working mothers and non-working mothers according to religion.

Section – C

Table 2: Association with socio demographic data with working mothers and non working mothers.

Socio Demographic Data	Non-Working Mothers	Working Mothers	Chi Square	Df	P value
Place					
Rural	0	30	60.000	1	.000*
Urban	30	0			
Age Group					
8-10 Year	6	30	40.000	1	.000*
11-13 Year	24	0			
Type of family					
Joint	28	0	52.500	1	.000*
Nuclear	2	30			
Total no. of family member					
2-3 member	0	6			
4-5 member	0	13	37.043	3	.000*
6-7 Member	12	11			
More than 7	18	0			
Educational status					
Graduate	24	0			
High school	0	12	45.600	4	.000*
Higher secondary	6	9			
Illiterate	0	6			
Primary	0	3			
Occupational status					
Government	15	0			
Housewife	0	30	60.000	2	.000*
Private	15	0			
Family income					
5000/Month	0	9			
Less than 5000/month	0	12	32.308	2	.000*
More than 5000/ Month	30	9			
Religion					
Christian	5	0			
Hindu	10	30	30.000	2	.000*
Muslim	15	0			

*significant at $P < 0.05$

Table 3: Comparison of working mothers and non-working mothers.

Comparison	Mean	Std. Deviation	T	df	P value
Working Mothers	12.2000	2.39643	25.875	14	.000*
Non-Working Mothers	2.9333	3.17280			

*significant at $P < 0.05$

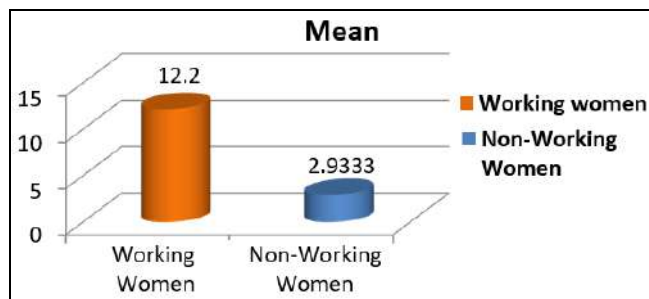


Fig 10: Comparison of working mothers and non-working mothers

The data depicted in table explain the emotional problem among children (8-13 years) of working mothers and non-working mothers through structured questionnaire. Differences mean of working mothers score 12.2 was significantly higher than the non-working mother score was 2.9. Thus structured questionnaire is effective to assess emotional problem.

Conclusion

Major finding of the study

(A.) Demographic variables

1. The subject belongs to place of residency is 50.0% from rural and 50.0% from urban.
2. Majority 60.0% of the children belongs to 8-10 years remaining 40.0% belongs to 11-13 years.
3. Majority of 53.3% subject belongs to nuclear family and remaining 46.7% belongs to the joint family.
4. Majority 38.3% subject belongs to 6-7 members in their family, 30.0% belong to >7 members, 21.7% belongs to 4-5 members in their family and remaining 10.0% belongs to 2-3 members in their family.
5. Majority 40.0% subject educational status is graduate, 25.0% belongs to higher secondary school, 20.0% belongs to high school, 10.0% belongs to illiterate and remaining 5.0% belongs to primary school.
6. Majority 50.0% occupational status of mother is housewife, 25.0% belongs to private worker and 25.0% belongs to govt. worker.
7. Majority 65.0% family income is more than 5000/month, 20.0% belongs to less than 5000/month, 15.0% belongs to 5000/month.
8. Majority 66.7% religion belongs to Hindu, 25.0% belongs to Muslim and 8.3% belongs to Christian and no one belongs to Sikh religion.

(B.) Assessment of emotional problem among children of working mothers and non- working mothers

The emotional problem among children (8-13 years) of working mothers and non-working mothers through structured questionnaire. Differences mean of working mothers score 12.2 was significantly higher than the non-working mothers score was 2.9. Thus structured questionnaire is effective to assess emotional problem.

Assessment of knowledge regarding emotional problem among children (8-13 years) of working mothers and non working mothers.

This will help to assess the emotional problem among children of working mothers and non- working mothers.

According to the result of study, majority of the emotional problem among children of working mothers was higher than the children of non-working mothers. Hence the structured questionnaire among children of working mothers was higher than the children of non-working mothers facilitated to assess more about emotional problem which is evidenced in the mean score.

After the structure questionnaire, the result shows that there is a significant difference in the emotional problem among children of working mothers and non-working mothers.

Thus it is concluded that the emotional problem is high among children of working mothers than the non-working mothers.

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