

Impact of Working And Non Working Mother's on Home Environment and Mental Health of their Girls

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Mother and family characteristics were more strongly linked to girl's development especially mothers job are critical to every aspect of a girl's development When the mothers can provide healthy, stable environments for their children, in addition to providing a loving and nurturing relationship, they are more likely to promote healthy child development. Thus the aim of present study was to measure the interrelationship of working mother and girl's on component of home environment and mental health of girls. Home environment inventory by Mishra (2003) and mithila mental health inventory by Kumar and Thakur (1986) was administered on 50 girls of working mother and 50 girls of non working mother. Result shows that there are significant differences between girls of working and non working mother on component of home environment and mental health.

Keywords: Home Environment, Mental Health, Working And Non Working Mother's , Girls

Introduction

“As daughters and mothers, we have for generations been trapped in a dark web we did not spin. But once we are aware of the myth-threads that form the web, as we tell our mother's stories and our own, we can begin to sort them out and pick apart the web.” Paula J. Caplan (1989)

A great deal of research and interest has been directed toward the mother-daughter relationship and the experiences of adolescent girls. In academic journals and in the popular press, the focus has been on finding ways to improve access to education and employment for girls in an effort to address the inequities they have faced for so many years. Mother and family characteristics predicted some developmental outcomes that were not predicted by child care. For instance, children showed more cognitive, language, and social competence and more harmonious relationships with mother when mother were more educated warm, and provided better home environments that were emotionally supportive and cognitively enriched, and when mothers experienced little psychological distresses and if the mother due to their dual responsibility and busy schedules creates multiples problems in their children's problem.

It is expected that mother's employment has some positive and some negative effects on children. The

positive effects stem mainly from improved economic well-being of the family and enhanced life satisfaction of the mother, if she is satisfied with her job (Lerner & Galambos, 1985). The negative effects of maternal employment may stem from less care and interaction provided by the mother (Crockenberg & Litman, 1991; Maccoby & Martin, 1983) and the replacement of some care functions by individuals who may not provide as high quality of care as the mothers would provide (Clarke-Stewart, 1987). Loving relationships are important for any child in order to develop secure attachments and properly defined emotions. While children have an inherited capacity to bond to their mother, these bonds translate into real attachment only when mother are warm and attentive to the child (McDevitt & Ormrod, 2002).

The quality and quantity of time spent with children by non working mothers is given a prominent place in models of child development. However, direct measures of the amount of time that mothers spend with their children are rarely available (Brooks-Gunn, Brown, Duncan, & Moore, 1994). In empirical research, maternal employment usually is taken as an indicator of less maternal time spent with the child. Hence, the amount of time spent in work is considered an important reverse indicator of the amount of maternal interaction with the child. Indeed, maternal employment status has been used as an

indicator of child “neglect” or “less attention from the mother” (Rosenzweig & Wolpin, 1992). Mothers have to pay attention to their child’s brought up, because it is an important age of a child. If mother is working woman so she definitely influences her child in various ways because she has dual responsibility. The interactions that take place between mother and child are the most important interactions of child’s development. The relationship that develops from these interactions is critical to future development as described by Robert Shaw and Stephanie Wood (2003).

Among the various social groups, family occupies the first and most important place for the development of the individual. Family is the person’s primary environment from the time they are born until the day he dies; hence its effect on the individual is also most significant and enduring. Family environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal family environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and effective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare.

Home is the first institution that initiates socialization of a child. Generally home consists of father, mother and children. A child observes each and every thing thoroughly in the home. It is emotionally attached to each member of the family especially to mother. And it is totally influenced by its working or nonworking mother as both mothers provide different types of home environment. Home environment in the opinion of Epstein- Gilboa, K.(2002) is a social, cultural and physical condition. It is one of the most important sources to develop one’s personality. Home environment is a small part of the society where in mother is the best promoters for her child she prepares and shapes her child for the broad society and solves its physical as well as

psychological problems. The one common psychological problem found in children is anxiety.

Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of ‘positive psychology’ or ‘holism’. Mental health may include an individual’s ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands. The World Health Organization defines mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. It was previously stated that there was no one “official” definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how “mental health” is defined (World health Report, 2001). There are different types of mental health problem, some of which are common, such as schizophrenia and bipolar disorder (Kitchener & Jorm, 2002). Most recently, the field of global mental health has emerged, which has been defined as ‘the area of global mental health had emerged, which has been defined as ‘the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide (Patel & Prince, 2002).

Mental health concerns everyone. It affects our ability to cope with and manage change, life events and transitions such as bereavement or retirement. All human beings have mental health is as old as human beings. Mental health commutates those behaviors, perceptions and feelings that determine a person’s overall level of personal effectiveness, success, happiness and excellence of functioning as a person. Bhatia(1982) describes it “the ability to balance desires, feelings, ambitions and ideals in one’s daily living”. It may also be understood as the behavioral characteristics of a person. According to Kumar (1992) mental health is an index which shows the extent to which the person has been able to meet his environmental demands – social, emotional or physical. A mentally healthy

person shows homogenous organization of desirable attributes, healthy values and righteous self-concept and a scientific perception of the world as a whole. Mental health presents a humanistic approach towards self and others. It is an important factor that influences an individual's various activities, behavior, happiness and performance.

The concept of well-being is sometimes used interchangeably with the term, mental health, happiness, although focus has been on other aspects, as well (Natvig et al.,2003).

Regarding to what was mentioned above, here, this research aimed to study the components of home environment as Control, protectiveness, punishment, conformity, social isolation, rewards, deprivation of privilege, nurturance, rejection and permissiveness and find mental health viz. egocentrism, alienation, expression, emotional instability and social –non conformity. The main objectives of this study are:

Objectives:

1. To examine the home environment's components viz. Control, protectiveness, punishment, conformity, social isolation, rewards, deprivation of privilege, nurturance, rejection and permissiveness of working and non working mother's daughters.
2. To assess the mental health viz egocentrism, alienation, expression, emotional instability and social- non conformity of working and non working mother's daughters.

Method

Participants : The sample comprised of 50 girls of working and 50 girls of nonworking mother was randomly selected from in and around the Satara City. The age range of the girls was 13 to 17 years and their education level secondary to higher secondary. Job condition of the homogeneously distributed across the samples. The selection of the subjects was depending on their will.

Behavioural Measures:

Home Environment Inventory(HEI; Misra,2003) :

Home environment inventory is developed and standardized by Misra (2003). It has 100 items that are categorized into 10 different dimensions as

Control. Protectiveness, punishment, conformity, social isolation, rewards deprivation of privilege nurturance, rejection and permissiveness. It is a Likert type 5 point scale with response categories ranging from mostly, often some time, least and never. Reliability of the scale and its dimensions is 0.72 to 0.94.

Mithila Mental Health Status Inventory (MMHSI; Kumar & Thakur, 1986):

Mithila Mental Health Status Inventory (MMHSI) constructed and standardized by Kumar and Thakur(1986). There are 50 items for five sub scales viz egocentrism, alienation, expression, emotional instability and social- non conformity. Final form of the inventory had 10 items in each of the sub scale, out of which 5 were positively worded and remaining 5 were negatively worded. The response were obtained on a 5 point response format 'very true' to 'completely false'. The split half reliability of the test was 0.81 and test retest reliability was 0.76.

Results And Discussion

After scoring the responses of the inventories as per the predetermined scoring procedure obtained data was analyzed to get Mean, SD, t value and product moment correlation. The results and discussion of the present study are presented in following pages:

Result (vide table- 1) indicates that there is significant difference between daughter of working mother and non working mother on control (t= 6.5), protectiveness (t=7.5), punishment (t= 6.6), conformity (t = 3.02), social isolation (t= 3.8), rewards (t + 8.5), deprivation of privilege (t= 7.4), nurturance (t= 1.5), rejection (t+ 3.7) and permissiveness (t= 3.6). The mean scores of daughter of working mothers on social isolation (M-27.15), reward (M-19.23), deprivation of privilege (M-17.74) and rejection (M-22.19) are respectively higher than mean scores of daughter of non working mothers on social isolation (M-25.14), reward (M-14.82), deprivation of privilege (M- 13.26) and rejection

Table-1 : Mean ,SD and t value of girls on home environmental (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness)

Measures	Groups	Mean	SD	t-value
Control	Daughters of working mother	25.16	4.9	6.5**
	Daughters of non working mother	27.55	5.7	
Protectiveness	Daughters of working mother	14.63	3.2	7.5**
	Daughters of non working mother	17.36	6.5	
Punishment	Daughters of working mother	12.58	3.8	6.6**
	Daughters of non working mother	16.46	5.3	
Conformity	Daughters of working mother	21.42	4.3	3.02*
	Daughters of non working mother	23.58	6.2	
Social Isolation	Daughters of working mother	27.15	5.4	3.8*
	Daughters of non working mother	25.14	4.2	
Reward	Daughters of working mother	19.23	3.2	8.5**
	Daughters of non working mother	14.82	3.7	
Deprivation of Privilege	Daughters of working mother	17.74	3.5	7.4**
	Daughters of non working mother	13.26	4.8	
Nurturance	Daughters of working mother	22.42	4.6	1.5

	Daughters of non working mother	22.97	4.6	
Rejection	Daughters of working mother	22.19	4.8	3.7*
	Daughters of non working mother	19.18	5.2	
Permissiveness	Daughters of working mother	26.58	7.3	3.6*
	Daughters of non working mother	29.32	6.9	

N= 50 for All, *P<.05.**P<.01

(M- 19.18). While mean scores of daughter of non working mothers on control (M -27.55), protectiveness (M- 17.36), punishment (M- 16.46), conformity (M-23.58), nurturance (M- 22.97) and permissiveness (M- 29.32) is respectively high than mean scores of daughter of working mother's on control (M - 25.16), protectiveness (M-14.63), punishment (M-12.58), conformity (M-21.42), nurturance (M-22.42) and permissiveness (M- 26.58). The mean scores of non working womens daughter showed that they have better home environment as compared to working women's daughters. Working women's daughter have think family members always try to find out fault and they always criticized for every little thing, working mothers due to their dual responsibility have less time to spend with their children and children felt loneliness. They think that they are less accepted and less understood y their mothers. But non working mother's spend their whole time with their children hence children of non working mothers felt that they are more understandable and more acceptable by their mothers. Mothers those stay-at-homes are much more likely to be in touch with their children's activities and are thus better placed to supervise them. A body of research strongly suggesting that persistent neglecting of mother does long-term, serious damage to children's emotional, physical and cognitive development (Bifulco & Moran, 1998: Crittenden, 1996; Erickson & Egeland, 2002; Gauthier et al., 1996; Kendall-Tackett & Eckenrode, 1996). The negative effects of maternal employment may stem

from less care and interaction provided by the mother (Crockenberg & Litman, 1991 ; Maccoby & Martin, 1983) and the replacement of some care as the mothers would provide (Clarke-Stewart, 19857). The quality and quantity of time spent with children by mothers is given a prominent place in models of child development. However, direct measures of the amount of time that mothers spend with their children are rarely available (Brooks-Gunn, Brown, Duncan, & Moore, 1994).

Result (vide table-2) reveals that there is significant difference between daughter of working mother and daughter of non working mother on sub scale of mental health viz. egocentrism (t = 4.31), alienation (t = 4.55), expression (t= 2.48) and emotional instability (t= 3.67) while this difference was not significant on social non conformity (t= 1.07). The mean scores of daughter of working mother’s on egocentrism (M -29.65), alienation (M- 27.53), expression (M – 26.38) and social-non conformity (- 24.42) is high than mean score of daughter of non working mothers on and egocentrism (M – 23.33),

Alienation (M-22.64), expression (M- 23.51) social – non conformity (M- 23.63), While mean score of daughter of non working mothers is high on emotional instability (M- 26.23) than daughter of working mothers on emotional instability (M-22.54). Daughters can benefit when their mothers work, as Chodorow (1978) found. “Mother daughter relationships in which the mother is supported by a network of women kin and friends, and has meaningful work and

Table-2 : Mean, SD and t value of girls on mental health (egocentrism, alienation, expression, emotional, instability, social non conformity and overall mental health)

Measures	Group	M	SD	t- value
Egocentrism	Daughters of working mother	29.65	8.77	4.31**
	Daughters of non working mother	23.33	5.92	
Alienation	Daughters of working mother	27.53	6.22	4.55**

	Daughters of non working mother	22.64	6.57	
Expression	Daughters of working mother	26.38	7.21	2.48*
	Daughters of non working mother	23.51	8.27	
Emotional Unstability	Daughters of working mother	22.54	6.72	3.67**
	Daughters of non working mother	26.23	5.89	
Social- Non Conformity	Daughters of working mother	24.42	6.45	1.07
	Daughters of non working mother	23.63	6.43	

N=50 for All. *P< 0.5.**P< 0.1

Self-esteem, produce daughters with capacities for nurturance and a strong sense of self”. Working mothers provide role models for their daughters. Studies of maternal employment consistently shows that if a daughter’s mother worked outside the home, there is a greater probability that the daughter will do the same (Sandifer, 1993; Schulenberg, Vondracek, & Crouter, 1984).

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