

Impact of Working and Non - Working Mothers on Development of their Children in Madhya Pradesh

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Abstract: Parenting is the important responsibility that is considered as backbone of child's success. In Indian society child rearing is considered as the responsibility of mothers. This responsibility is till adolescent age of child which is considered very critical if not given proper care. Thus supervision of mother for child's behavioral development, attitude building and learning are key factors which mother are required to emphasize on. The study is based on impact of working and non-working mothers on development of their children keeping in consideration all these factors. Proper and fulltime supervision by non working mothers help children to properly learn and develop positive attitude. Working mothers are able to fulfill not only the financial needs of their children but also are able to inculcate self decision making due to less supervision and make their children more confident. The study is targeted to both working and non-working moms on gender attitude and social learning, behavioral factors and domestic engagement to 600 mothers in Madhya Pradesh. Regression analysis shows that there is positive impact of all these factors on child's well being. The education of mother also plays important role in gender attitude, social learning and domestic engagement. Thus working women are found to have positive impact on their children's well being as compared to non-working mothers.

Keywords: Gender attitude, behavioral change, domestic engagement, social learning.

1. INTRODUCTION

Parenting is considered as important factor for child's development and well being. It is mother who is considered responsible for developing positive attitude, behavior and inculcating positive abilities in their children. This helps the children to have an understanding of right and wrong and to become good and successful human beings. Working women thus have a tough task of professional obligation along with taking care and nurturing their children from early age to adolescent. Although they are able to fulfill financial needs of their children but, still they are not able to give as much time and care as given by non-working mothers. This make children self dependent in their day-to-day task, self confident and good decision makers. As children observe their father's too, supporting their mother's in household chores, they too start doing same. Domestic engagement is given equal importance by son's of such working mothers. This positive gender attitude and social learning helps them in their future live as well.

The study focuses on gender attitude & social learning and behavioral factors and domestic engagement as these factors lead to children's well being. Education also affects all these factors and thus its impact is also analyzed in the study. Working mothers as well as non-working mothers both have different strengths in rearing their children and have been evaluated based on these variables.

2. LITERATURE REVIEW

Gender Attitude and Social Learning

Previous studies show that gender attitude in children is developed on observing their parents division of gender labor, household work and paid labor. This gender behavior among their children is developed based on family division of labor. (Cunningham, 2001). He suggested that parent's ideologies and division of labor in home develops children gender attitude. Children of working mother have more positive gender attitude as they share family duties with their parents from childhood. (Davis and Greenstein, 2009, Fernández et al. 2004).

Mostly mother guides their children in developing gender attitude and behavioral models of skills (Beller, 2009). Children learn non-traditional activities from their parents such as girls going out for work and boys doing households chores (Gupta, 2006; Olivetti et al., 2016). Children's' behavioral capacities are more influenced by their parents in comparison to friends, teachers and another relatives (Bandura, 1977 and Basow and Howe, 1979). It is said that according to social learning theory, not only behavior, even children's occupational preferences are also strongly influenced by their parents' occupation (Carmichael, 2000, Emran and Shilpi, 2011, Miller and Hayes, 1990). Previous studies have shown a strong correlation between the professional status of the mother and the occupation selected by

her daughters (Boyd, 1985, DiPietro and Urwin, 2003, Emran and Shilpi, 2011, Hayes, 1987, Stevens and Boyd, 1980). The use of the mother in her daughters' career choice was superior to the influence of the parents' educational status (Stevens and Boyd, 1980: 1992).

Behavioral Factors

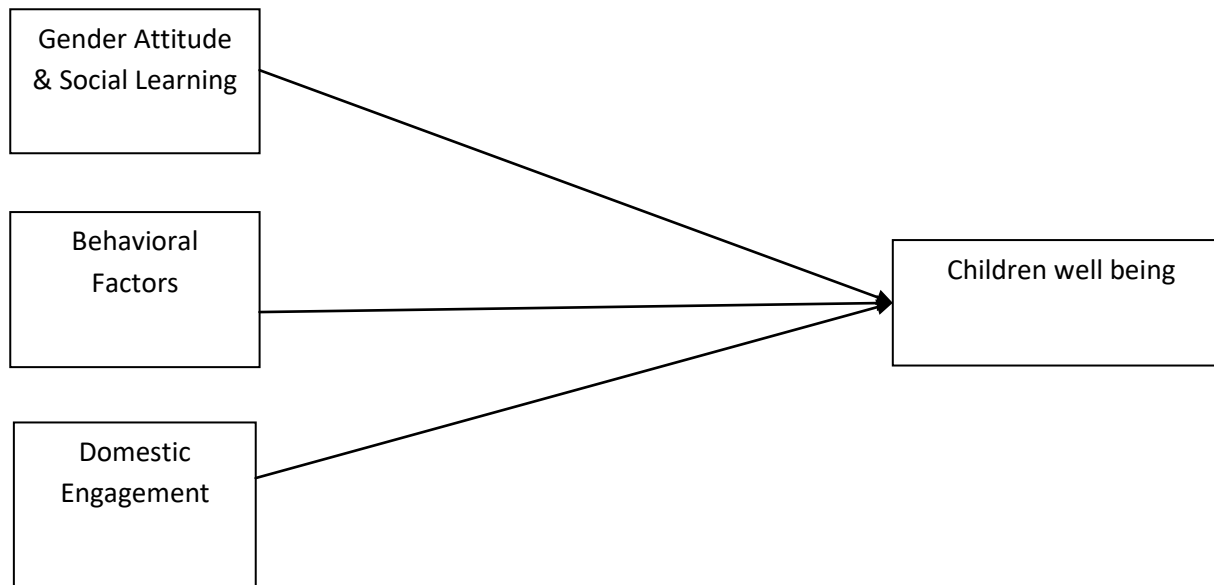
Well being of children and their behavior may also be influenced by the employment of their mothers. Working mothers possibly develop more sense of responsibilities and independence in their children. However, long working hours of mothers may deprive children of their emotional support, and this in turn may impact development of children in a negative way (Lerner and Ree Noh, 2000). But working mothers bring additional income resources for the family which may be utilized for educational and recreational purposes of the children (Heckman, 2000). This, in turn may also reduces the stress in the family and develop strong relationships between children and parents (Guo and Harris, 2000). Working mothers try to spend time with their children in more productive manner. Working mothers serve as a model to promote the

independence of their children (Aughinbaugh and Gittleman, 2004

Domestic Engagement

Division of household workloads between parents also encourages children to engage more in domestic chores. This tendency then continues even when the children become parent (Gupta, 2006). Involvement of male children in domestic activities also leads to infuse respect and support for females who carry out such tasks on regular basis. Studies have shown that social learning generational influences are found in those male children whose fathers also take part in domestic chores (Cunningham, 2001). The labour force participation rates among mothers in various societies in different countries are also varied (Miani and Hoorens, 2014). The cultural components are developed in children when they observe their mothers being employed (Hook, 2006). Studies have shown that such societal models influence the daughter's employment results as per their mothers' employments. The mother's employment also affects the involvement of their children in household chores.

Model 1



- i) To investigate the impact of gender attitude and social learning, behavioral factors and domestic engagement on children well being.
- ii) To determine the differential impact of working and non-working mothers in gender attitude training

and social learning, behavioral factors and domestic engagement.

- iii) To study the impact of mother's education on the gender attitudes & social learning, behavioral factors and domestic engagement.

Hypothesis

H1: There is no significant impact of gender attitude and social learning, behavioral factors and domestic engagement on children well being.

H2: There is no significant difference between the children of the working and non-working mothers in the formation of gender and social learning, behavioral factors and domestic engagement.

H3: There is no significant impact of the mother's education on children's gender attitudes & social learning, behavioral factors and domestic engagement.

Method:

The study is based on descriptive research of survey type. For the study 600 female non-working and working were taken from five major cities in Madhya Pradesh. A self- structured questionnaire was

administered on both working and non-working mothers of children. The questionnaire is based on the questionnaire of personal attributes (Spence, Helmreich and Stapp, 1974) on a likert scale ranging from a strongly agree to strongly disagree on a scale of 1 to 5. The respondents are mothers (Working or non-working) who give scores to their children on this scale. Children well being is taken as dependent variable and gender attitude and social learning, behavioral factors and domestic engagement are taken as independent variables.

Results and Discussions:

To study the impact of gender attitude and social learning, behavioral factors and domestic engagement on well being in their lives was analyzed using regression analysis.

**Table 1
Variables Entered / Removed^a**

Mode	Variables Entered	Variables Removed	Method
1	Gender Attitude and Social Learning, Behavioral Factors, Domestic Engagement	.	Enter

- a. Dependent Variable: Children well being
- b. All selected variables entered.

**Table 2
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.543	.53115

- a. Predictors: (Constant) Gender Attitude and Social Learning, Behavioral Factors, Domestic Engagement

Table 3 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	202.014	3	67.338	238.684	.000 ^b
	Residual	168.144	596	.282		
	Total	370.158	599			

- a. Dependent Variable: Children well being
- b. Predictors: (Constant): Gender Attitude and Social Learning, Behavioral Factors, Domestic Engagement

**Table 4
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.045	.087		.519	.604
	Gender Attitude and Social Learning	.325	.059	.266	5.549	.000
	Behavioral Factors	.436	.060	.340	7.295	.000
	Domestic Engagement	.224	.034	.231	6.600	.000

- a. Dependent Variable: Children well being

Table 2 shows that there is 54.3 % of impact of gender attitude and social learning, behavioral factors and domestic engagement on children well being. Table 4 shows that there is a significant impact of gender attitudes and social learning, behavioral learning and domestic participation on the well-being and success of children, since all have a significant

value (.000) is less than the level of significance i.e. 0.05. The beta value shows that of gender attitude and social learning, behavioral factors and domestic engagement 32.5% , 43.6% and 22.4% impact on positive development of children well being . Thus hypothesis 1 is rejected

Table 5
Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
Gender Attitude and Social Learning	Working	353	2.3269	.68406	.03641
	Non working	247	2.2146	.57399	.03652
Behavioral Factors	Working	353	2.3144	.65268	.03474
	Non working	247	2.2558	.55351	.03522
Domestic Engagement	Working	353	2.2854	.83459	.04442
	Non working	247	2.2986	.77050	.04903

Table 6
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gender Attitude and Social Learning	Equal variances assumed	12.949	.000	2.112	598	.035	.11234	.05318	.00790	.21678
	Equal variances not assumed			2.178	578.569	.030	.11234	.05157	.01105	.21362
Behavioral Factors	Equal variances assumed	11.156	.001	1.152	598	.250	.05865	.05092	-.04135	.15865
	Equal variances not assumed			1.186	576.296	.236	.05865	.04947	-.03851	.15581
Domestic Engagement	Equal variances assumed	1.674	.196	-.196	598	.844	-.01317	.06710	-.14495	.11860
	Equal variances not assumed			-.199	554.523	.842	-.01317	.06616	-.14312	.11678

Table 5 shows the result of independent t- test of 353 working mothers and 247 non-working mothers. Levene's Test showed in table 6 shows that gender attitude and social learning has p value (.000)<0.05 rejecting the assumption of equal variance. Therefore, it is observed that there is an impact of working and non-working mothers in the definition of gender attitudes and social learning of children. Likewise, a difference in the behavioral factors of the children of working and non-working mothers as p value (.001) < 0.05 rejecting the assumption of equal

variance. On the other hand impact of domestic engagement factor has no impact on children of working and non-working mothers. Thus hypothesis 2 is rejected.

Table 7 shows that there is significant impact of mother's education on domestic engagement of their children in life as F value = 5.030 where (0.01 < 0.05) the value of p is lower than the significance level of 0.05. Therefore, education is likely to have an impact on the relationship. Thus, hypothesis 3 is rejected.

Table 7 – Mother’s Education ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Gender Attitude and Social Learning	Between Groups	1.682	4	.421	1.017	.398
	Within Groups	245.914	595	.413		
	Total	247.596	599			
Behavioral Factors	Between Groups	2.564	4	.641	1.708	.147
	Within Groups	223.251	595	.375		
	Total	225.815	599			
Domestic Engagement	Between Groups	12.797	4	3.199	5.030	.001
	Within Groups	378.452	595	.636		
	Total	391.250	599			

Table 8 Multiple Comparisons

Scheffe

Dependent Variable	(I) Occupation	(J) Occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Gender Attitude and Social Learning	Primary School	Senior School	-.00351	.07209	1.000	-.2263	.2192
		Graduation	-.01696	.07864	1.000	-.2599	.2260
		Post Graduation	-.01119	.09987	1.000	-.3198	.2974
		Others	-.13989	.07781	.520	-.3803	.1005
	Senior School	Primary School	.00351	.07209	1.000	-.2192	.2263
		Graduation	-.01345	.08038	1.000	-.2618	.2349
		Post Graduation	-.00768	.10125	1.000	-.3205	.3052
		Others	-.13638	.07957	.569	-.3822	.1095
	Graduation	Primary School	.01696	.07864	1.000	-.2260	.2599
		Senior School	.01345	.08038	1.000	-.2349	.2618
		Post Graduation	.00577	.10601	1.000	-.3218	.3333
		Others	-.12293	.08554	.724	-.3872	.1414
	Post Graduation	Primary School	.01119	.09987	1.000	-.2974	.3198
		Senior School	.00768	.10125	1.000	-.3052	.3205
		Graduation	-.00577	.10601	1.000	-.3333	.3218
		Others	-.12870	.10540	.828	-.4544	.1970
	Others	Primary School	.13989	.07781	.520	-.1005	.3803
		Senior School	.13638	.07957	.569	-.1095	.3822
		Graduation	.12293	.08554	.724	-.1414	.3872
		Post Graduation	.12870	.10540	.828	-.1970	.4544
Behavioral Factors	Primary School	Senior School	-.02033	.06869	.999	-.2326	.1919
		Graduation	.04215	.07492	.989	-.1894	.2737
		Post Graduation	-.02513	.09516	.999	-.3192	.2689
		Others	-.15578	.07414	.354	-.3849	.0733
	Senior School	Primary School	.02033	.06869	.999	-.1919	.2326
		Graduation	.06248	.07658	.955	-.1742	.2991
		Post Graduation	-.00479	.09647	1.000	-.3029	.2933
		Others	-.13544	.07581	.527	-.3697	.0988

	Graduation	Primary School	-.04215	.07492	.989	-.2737	.1894
		Senior School	-.06248	.07658	.955	-.2991	.1742
		Post Graduation	-.06728	.10101	.979	-.3794	.2448
		Others	-.19793	.08150	.208	-.4498	.0539
	Post Graduation	Primary School	.02513	.09516	.999	-.2689	.3192
		Senior School	.00479	.09647	1.000	-.2933	.3029
		Graduation	.06728	.10101	.979	-.2448	.3794
		Others	-.13065	.10042	.792	-.4409	.1796
	Others	Primary School	.15578	.07414	.354	-.0733	.3849
		Senior School	.13544	.07581	.527	-.0988	.3697
		Graduation	.19793	.08150	.208	-.0539	.4498
		Post Graduation	.13065	.10042	.792	-.1796	.4409
Domestic Engagement	Primary School	Senior School	-.32492*	.08943	.011	-.6013	-.0486
		Graduation	-.36318*	.09755	.008	-.6646	-.0617
		Post Graduation	-.32386	.12390	.147	-.7067	.0590
		Others	-.25924	.09652	.127	-.5575	.0390
	Senior School	Primary School	.32492*	.08943	.011	.0486	.6013
		Graduation	-.03826	.09971	.997	-.3464	.2698
		Post Graduation	.00105	.12561	1.000	-.3871	.3892
		Others	.06568	.09871	.979	-.2393	.3707
	Graduation	Primary School	.36318*	.09755	.008	.0617	.6646
		Senior School	.03826	.09971	.997	-.2698	.3464
		Post Graduation	.03931	.13151	.999	-.3670	.4457
		Others	.10394	.10612	.916	-.2240	.4318
	Post Graduation	Primary School	.32386	.12390	.147	-.0590	.7067
		Senior School	-.00105	.12561	1.000	-.3892	.3871
		Graduation	-.03931	.13151	.999	-.4457	.3670
		Others	.06462	.13075	.993	-.3394	.4686
	Others	Primary School	.25924	.09652	.127	-.0390	.5575
		Senior School	-.06568	.09871	.979	-.3707	.2393
		Graduation	-.10394	.10612	.916	-.4318	.2240
		Post Graduation	-.06462	.13075	.993	-.4686	.3394

*. The mean difference is significant at the 0.05 level.

3. DISCUSSION

Thus, it is observed that there is a difference in the development of the children of working mothers compared to mothers who do not work in the development of social and gender learning, behavioral factors and domestic engagement to the well-being of children. Table 6 shows that there is impact of all these factors in development of well being of children as all factors are significant. Also there is difference in children's development of gender attitude and social learning and behavioral factors of working and non-working mother's (table 6) which is due to difference in supervision patterns on mothers on their children.

There is no such impact on domestic engagement. Working mother's education level plays an important

role on domestic engagement of children (table 7). Also education level of mother has a significance impact in involving children in household work.

4. CONCLUSION AND SUGGESTION:

On the basis of analysis it could be concluded that the beta value shows that of gender attitude and social learning, behavioral factors and domestic engagement 32.5% , 43.6% and 22.4% impact on positive development of children well being . Thus hypothesis 1 is rejected.

Result of independent t- test is for 353 working mothers and 247 non-working mothers. Levene's Test showed in table 6 shows that gender attitude and social learning has p value (.000)<0.05 rejecting the

assumption of equal variance. Therefore, it is observed that there is an impact of working and non-working mothers in the definition of gender attitudes and social learning of children. Likewise, a difference in the behavioral factors of the children of working and non-working mothers is observed as p value (.001) < 0.05 rejecting the assumption of equal variance. On the other hand impact of domestic engagement factor has no impact on children of working and non-working mothers. Thus hypothesis 2 is rejected.

ANOVA results shows that there is significant impact of mother's education on domestic engagement of their children in life as F-value = 5.030 where (0.01 < 0.05) the value of p is lower than the significance level of 0.05. Therefore, education is likely to have an impact on the relationship. Thus, hypothesis 3 is rejected.

Thus it could be concluded that children of working and non-working mothers vary on all three factors – gender attitude & social learning, behavioral factors and domestic engagements. Mother's education also affects child's development and well being. Results suggest that working women are able to build positive gender attitude and make their children more independent and self assured. Working with less supervision makes their children good decision makers and inculcate confidence to face problems in life. Performing household work make them positive towards gender ideologies and domestic engagement. They give equal importance to females and their wives in future also with such values.

The study suggests that working mothers should try to spend quality time with their children along with fulfilling their financial needs. The study has not analyzed initial years of child which can have some negative impact on their children development. Thus it could be taken as future scope of this study.

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