

Role of Early Maternal Employment and Family Systems in Child's Psychological Development

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ABSTRACT The main purpose of this research was to determine the role of early maternal employment and family systems in child's psychological development. The sample consisted of 100 children belonging to working women in different family structures, including 50 students belonging to nuclear family and 50 students belonging to joint family. The study was delimited to the students studying in 9th grade. It was hypothesized that male and female students belonging to working women in nuclear and joint family system did not differ in their psychological adjustment. For data collection personal information questionnaire was filled by the students first, and then Reynolds Adolescent Adjustment Screening Inventory (RAASI) was administered to determine their psychological problems. After data collection their responses were scored by applying Mean, Standard Deviation and t-test. The results showed that there was no significant role of maternal employment and family systems in child's psychological development.

INTRODUCTION

The family is a group of people forming the smallest unit of a society. It is known as the "Basic Building Block" of human society which has its own specific structure. Traditionally, the family has been defined as a unit made up of two or more people who are related by blood, marriage or adoption and who live together, form an economic unit and bear and raise children (Becnokraitis 1996). Sharing and togetherness is the basic feature of the family. All the family members are expected to cooperate, have unity and togetherness to achieve the common family goals. There are many varieties of family in the world which are in general categorized according to linkage, composition and relationships (Ghani 2000). In Pakistan, system of family control is changing from authoritarian to democratic. Changes in the family structure and system inevitably brought a remarkable change in the status of women. Now the status of women has been recognized as an authority in her home. Her rights are being realized in every field of life. Industrialization and the eventual reality of working women began to impact upon family living arrangements, assigned roles and daily life patterns, the concept of family life also changed. In Pakistan, majority of women are uneducated and the proportion of uneducated women is consid-

erably high in rural areas than urban areas. An educated mother is generally more aware of her responsibilities.

The main reasons for the involvement of women in outdoor work are the disintegration of the family system and economic crises. Unemployment and economic disparity have forced the families to let their women go out to get job (Manzoor 2002). Division of labor is more likely to members than traditional pattern which typically assigned particular duties to women (Ghani 2000).

The following were the objectives of the study:

1. To measure the effects of early maternal employment on psychological development of their children.
2. To identify the role of family systems in child's psychological development.
3. To compare the psychological effects of the male and female children belonging to working women.
4. To compare the psychological effects of the children belonging to nuclear family structure and joint family structure.

Hypotheses

The following hypotheses were formulated and tested:

1. There is no significant difference between mean adjustment scores of male & female children belonging to working women.

2. There is no significant difference between mean adjustment scores of working women's children belonging to nuclear and joint families.

Literature Review

A family is a group of persons directly linked by kin connections, the adult members of whom assume responsibility for caring for children. Kinship ties are connections between individuals, established either through marriage or through the lines of descent that connects blood relatives (mothers, fathers, siblings, offspring, etc.). Family relationships are always recognized within wider kinship groups. In virtually all societies we can identify what sociologists and anthropologists call the nuclear family, two adults living together with their own or adopted children in a household. Households are single individuals or groups of people who share a common housing unit, common living rooms and the essentials for living, such as food. In most traditional societies, the nuclear family was part of a larger kinship network of some type.

Many individuals are part of two nuclear families in their lives: the family of origin in which they are offspring, and the family of procreation in which they are a parent (Collins et al. 2009). The concept that a narrowly defined nuclear family is central to stability in modern society has been promoted by familialists who are social conservatives in the United States, and has been challenged as historically and sociologically inadequate to describe the complexity of actual family relations (DePaulo and Milardo 2011).

When close relatives other than a married couple and children live either in the same household or in a close and continuous relationship with one another, we speak of an extended family. An extended family may include grandparents, brothers and their wives, sisters and their husbands, aunts and nephews. An extended family group consists of non-nuclear (or "non-immediate") family members considered together with nuclear (or "immediate") family members. The home has a great influence on the child's psychological, emotional, social and economic state.

Adolescence is a period of many transitions. Transitions not only to adult roles and responsibilities but also too many of the problems and potential risks associated with adulthood (Sprint-

hall and Collins 1995b). Early adolescence is considered the most difficult time due to profound physical, cognitive and contextual changes. These changes occur simultaneously, affecting various areas of the young adolescent's life in a manner that can be overwhelming. Middle adolescent occurs during the high school years, and late adolescence is a result of an educational structure that for many postpones the assumption of adult responsibilities (Elliot and Feldman 1990). Social class also makes a difference in the ideas that parents have of how children develop, ideas that have fascinating consequences for children's play (Lareau 2002).

A second peak period of parent-child conflict occurs during adolescence, when 15-20 percent of families report severe levels of parent-child conflict (Rubenstein and Feldman 1993) and the quality of problem-solving interaction declines (Vuchinich et al. 1996). Puberty appears to be the peak time of parent-child conflict and mothers and children are the most likely to see increased animosity (Steinberg 1987). Moseley (1999) states risk factors that predispose toward the development of violent behavior can be divided into two general categories: (a) cultural variables that affect everyone, and (b) individual variables that affect certain children and increase their vulnerability. School based risk factors include early and persistent antisocial behavior with peers, academic failure in elementary school, and lack of commitment toward school. Family variables include family history of high risk behavior, family management problems, family conflict, and negative parental attitudes and low involvement in children's lives. Problems stemming from children's under controlled expressions of anger and aggression are among the most common and serious concerns of parents and teachers (McGee et al. 1983).

When young children exhibit negative emotions (anger or sad distress), mothers attempt to teach their children how to interpret and act on these emotional states. Mothers label their children's emotions, provide explanations, and attempt to guide children's behavior towards acceptable resolutions (Saarni et al. 1997). Personal distress inhibits prosocial responding and may disinhibit aggressive reactions. Sympathy, on the other hand, is associated with positive peer status and social competence (Cummings and Davies 1994; Eisenberg and McNally 1993).

Negative emotions expressed by the parent-child dyad during problem-solving leads to lower quality solution, and poor solutions are characteristics of children who show verbal and/or physical aggression at home and school (Forgatch 1989). The self-concept has become a major social-psychological focus because it helps to organize our thinking and guide our social behavior. The self concept is a special framework that influences how we process information about the social world around us along with information about ourselves. Such as our motives, emotional states, self evaluations, abilities and much else besides (Klein et al. 1989; Van Hook and Higgins 1988).

MATERIAL AND METHODS

The study was descriptive in nature. The main objective of the study was to find out the psychological effects upon the male and female students belong to nuclear and joint family structure. The population consisted of the adolescent students belonging to nuclear and joint family structure studying at secondary classes. Study was delimited to public and private schools located in city Rawalpindi. The sample consisted of 100 students (50 males, 50 female) belonging to nuclear and joint family structure belongs to working women. The cluster sampling method was used for the present research.

Tools of Research

Two questionnaires were used for data collection. Firstly, personal information questionnaire was used to get personal information regarding their family structure, age, gender, nuclear/joint family structure, socioeconomic sta-

tus, number of siblings, birth order. After getting personal information Reynolds Adolescent Adjustment Screening Inventory (RAASI) by William M Reynolds (2001), was administered to find out the psychological effects upon the students belong to different family structure. RAASI included 31 items which is brief screening measure of adjustment for use with adolescent's ages 12 to 19 years. The questionnaire items related to Antisocial Behavior, Anger Control Problems, Emotional Distress and Positive Self. The high internal consistency of that questionnaire was .92 and reliability is .88.

Methods of Data Analysis

The obtained scores of the male and female students belonging to nuclear and joint family systems were summarized separately by calculating their average score and standard deviation score. Then t test was applied in order to find out whether the students in each category differed in their average adjustment scores.

RESULTS

This part deals with analysis and interpretation of data as related to the topic, collected and scored. The results of the study are tabulated. Table 1 shows that significant value is .307 which is greater than .05. So the researcher concludes that there is no significant difference between the mean adjustment score of male and female children belonging to working women. So the researcher accepts null hypothesis.

Table 2 shows that Sig (2-Tailed) value is .321. This value is greater than .05. So we can conclude that there is no significant difference between the mean adjustment score of students

Table 1: Comparison between students belonging to working women

<i>Children of working women</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Male	50	72.6000	6.13732	2.06472	.520	24	.307
Female	50	70.6700	9.01258				

Table 2: Comparison between working women children belonging to nuclear and joint family system

<i>Family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Nuclear	50	73.1400	7.65056	1.44843	.786	49	.321
Joint	50	67.9400	7.34961				

belonging of nuclear and joint family structure. So the researcher accepts null hypothesis.

DISCUSSION

The present study was conducted to determine the effects of maternal employment and different family systems on child psychological development. Study results exposed that there was no statistically significant difference between the male and female students of nuclear and joint families belongs to working women. The results found inconsistency with a study conducted by Aneesa et al. (2013) in which they found the impacts of family dynamics on the adolescents' development. The result of current study was found to be supported in the study conducted by Shumaila et al. (2014) in which the result showed that there was no significant difference between the psychological adjustment of adolescent children of working and non-working women in nuclear and joint family structure. Easterbrooks and Goldberg (2015) investigated the effects of maternal employment on toddler development and mothers' and fathers' parenting style using a family system orientation. Result exposed that maternal employment did not related to toddler development. Further it exposed direct and indirect effects of maternal employment, and the ability of families to adapt to a variety of life style.

On the whole, the study result shows that family background characteristics such as nuclear or joint family system and maternal employment did not influence the psychological well being on adolescent boys and girls.

CONCLUSION

The following conclusion is drawn on the basis of result;

1. The students belonging to students belonging of nuclear and joint family structure did not differ in adjustment.
2. The female and male students of nuclear and joint family structure did not differ in adjustment.
3. The male and female students belongs to working women did not mean adjustment score.

RECOMMENDATIONS

The result of the present study focused on the psychological problems in adolescent chil-

dren of working in different family system. The recommendations for future action are:

1. The results are reflective of positive influence on the psychological well-being of male and female students, whether they were living in either joint or nuclear family structure. There might be some factors beyond family structure that affect children psychological well-being. There is need to determine those factors.
2. Additional research is needed to determine the effects of role of family functioning on the overall development of students.
3. There is need to investigate the effects of different socio-economic status and its effect upon the life pattern related to different family structures.
4. Assistance programs may be conducted to provide support to Pakistani families for the more betterment of children, their counseling and home maker services.

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