



RESEARCH PAPER

Self-Regulation and Social Adjustment in the Children of Working and Non-Working Mothers

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ABSTRACT

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The study was conducted to find out the difference in the self-regulation and social adjustment of children of working and non-working mothers. One thousand eighty students, out of which 540 children of working and 540 non-working mothers' children were selected randomly from colleges of division Gujranwala, Punjab, Pakistan. Self-regulation and Social adjustment scales were used for data collection. This self-regulation scale was framed by Ralf Schwarzer, Diehl, and Schmitz, in 1999, the Cronbach's alpha reliability was .76. This scale is consisted of 10 items. For assessment of social adjustment, a subscale of Adjustment was developed and the reliability of Social adjustment scale was found .81. This scale is consisted of 22 items. Findings revealed that there was significant difference in working and Non-working mothers for self-regulation and social adjustment. The guidance and counseling program for happy future fields planning for female may be arranged.

Introduction

The self-regulation and social adjustment are important area of human development. In the era of science and technology individuals have to work in very complex and diverse situation, so their self-regulation and social adjustment plays very important role. In Islamic and east culture job of women is not considered good as compare to European culture but due to some avoidable circumstances, the number of women in job is increasing. The self regulation is "the ability to think and solve problems without the help of others" (Shukla, 2014).

The non-working mothers suffer boredom and low satisfaction when their children are young but this condition gradually reduces as their kids grow up. With the passage of time, children acquire their independence at the advent of adult life, husbands get busy with their careers; during this stage housewife may feel aloof and empty. Conversely, working mothers who own rewarding careers have extremely positive mindset and opportunities available to excel more.

It is a logistical challenge to manage household with kids along with job responsibilities. This becomes more critical during early years of the kids. The monetary, social, intellectual and creative gains from the job, helps to manage all these tough tasks. But the cultural propaganda that pressurizes women to give up their careers will not allow showing its positivity. Multiple roles facilitate and nourish mental health of women. A working mother is burdened with the performance of all responsibilities along with has the power to give best to her family and both tasks go hand in hand which makes her proud for success in both arenas. One thing is of great care on part of women that they have to control their frustration and anger and avoid it to express over kids. They must deal kids with affection, patience and care (Li-Grining, 2012) (Alexander & Shetty, 2014).

Literature Review

Job holder women mostly spend for the better education, nutrition and health of their family (Abbi, Christian, Gujral, & Gopaldas, 1991). Becker (1985) highlighted the importance of working women in development of the economy of the country. Working women as a mean of increase in the household income also plays a vital role to increase the workforce of the nation. Self-regulation is highly related to emotional development. The way one behaves and acts is the reflection of his thoughts about himself. Self-regulation is the basis that differentiates humans from one another; every human being has a unique concept of self-regulation (Pears, et. al, 2015), Carver and Scheier (2001).

Social adjustment is the process of altering the behaviour to fulfil psychological and social needs according to the environment (Appleyard, 1979), (Jeffrey, 2006). When a child enters in the stage of adolescence, he became mature to answer positively about self and developed a very satisfactory and happy image of self-despite of wing a negative one. Bowlby describes changes in long-term relationship in his attachment theory. Despite of the challenges many women pursue their careers after becoming mothers. According to him attachment bond between a mother and a child can not affect the passion mothers hold for their career.

A number of women feel that if they stay at home and do not do any job restricts them to optimize their potential and stops them to exercise their capabilities. On the other hand, working mothers have opportunity to explore their talent, abilities and gifts in more useful way than house wives. Handling challenges, Intellectual stimulation and problem solving enhances self-confidence and self-

esteem of working women. They have their own income which brings security, financial independence and freedom. They can take their own decisions about money management; about spending and purchasing. Doing job creates sense of satisfaction and develops ability to take responsibility if their husband's health or marriage collapses. Moreover, employment has healthy and supportive outcomes on health of women.

Most of the mothers give priority to their family in more traditional ways. There are also such unique mothers who are more expected to provide their children original names, and put further value on "giving back" as they own liberal views. The conventional mothers go for alternative educational approaches like; teacher merit pay, and home schooling to sustain student standards and ignore the contemporary content whereas, progressive mothers are creative readers and more likely to hold up assenting action programs (Anderson, 2009). It was also researched that the working mothers spend less time with their preschoolers as compared to non-working mothers. Moreover, the research suggests that more quality time is provided by working mothers to their kids as they want to compensate their absence (Kem, et. al, 2013).

Working mothers suffer from anxiety and stress symptoms and this number is increasing day by day. The pressure of playing variety of roles like mother-wife-employee which is making them stressed out. This makes working mothers more stressed out as compared to house wives (Razza et al., 2015).. The pressure from sides, work place and house may intermingle and worsen the condition for affected. This stress may bring change one's attitude and behavior within the family.

It appears to be a mistake to stay at home as mother because of enormous benefits of being working mother. Keeping all this in view, every woman has to take decision according to her own situation and plus and minuses of doing job. Various factors in making the decision of doing a job play role which includes; health, financial situation, partner support, children's age, work passion and work availability.

The children who attend daycare or alternate child care are found to be low in submissiveness and more self-confident with their fellows. This cannot be taken negatively in every situation; it may be helpful under some scenarios while this behavior must remain under observation. The child care or daycare environment is also important and has its impact on child's behavior. Knowing this, still home environment is more important although, daycare has large positive effect on child's social and cognitive development. In addition to this, direct instruction and one on one disciplining is also important.

Bhattacharjee et al., (1983) researched on the married working and non-working women's family adjustment. Various standardized tools were used like an incomplete sentences blank to 76 married working and 70 married nonworking women's, a specially developed adjustment inventory, a neuroticism scale, and a

health-status questionnaire. The results showed there was no noticeable difference in neuroticism or adjustment was found between the working and nonworking married women. Same result was seen on the incomplete sentences measure of psychological conflicts. It was deduced that the adjustment of women both working and non-working is matter of her own perceptions combined with those of her spouse and family members, personality traits and expectations.

Ahmad-Nia (2002) analyzed the effect of job on mothers' health in Tehran (Iran) using a role analytic framework. The sample of 1065 respondents comprising of working and non-working mothers in Tehran in 1998 was collected for survey study. In addition to, a range of mental and physical health outcome variables, three main explanatory factors were studied. The results revealed there was no difference between the health of working and non-working mothers of Tehran as opposite to the women of West, where women's job and its payment is generally linked with better health.

Aleem (2005) investigated that the adolescent living at home with the parents had high achievement motivation and more emotional regulation as a comparison to their counter parent staying at orphanage. Attachment theory has three basic attachment pattern (1) avoidant (2) resistance (3) secure. If three basic needs are fulfilling, then child play vital role in society. There is a hell of difference between self-regulation and social adjustment of working women's kids and non-workings. It is intended to highlight the said differences in this research (Becker, 2014). Vijayalaxmi and Bowlby (2007) revealed that the higher self-concept and higher motivation achievement is seen among adolescent kids of unemployed mothers than employee mothers.

Research Hypothesis of the Study

Following were the null hypothesis for the study:

1. H_0 : There is no relationship between self-regulation and social adjustment in the children of working and non-working mothers.
2. H_0 : There is no significance difference in the level of self-regulation and social adjustment in the children of working and non-working mothers.

Material and Methods

This research was causal comparative in nature. The population of the study was consisted of male and female college's students of Gujranwala Division. Age range of the students was Adolescence (12 to 18 years) about Erikson's Stages of Psychosocial Development Summary Chart. There were total 331 colleges, in Gujranwala Division out of which 146 were male and 185 female colleges. And out of total colleges 111 were in public sector and 220 were private colleges. The number of students of Intermediate part-1 (Annual) examination, 2016 in public and

private colleges was 75163, out of which 29948 were male and 45215 were female students.

As sample total 1080 students of Intermediate part-1 (Annual) examination, 2016 were selected by choosing a stratified random sampling method. Thus, Children of working mothers were 540 and 540 children of non-working mothers were selected randomly as the sample from colleges of Gujranwala Division.

Self-regulation and social adjustment scales were used for data collection. These scales were already developed. The Adjustment Inventory for College Students was used in this study. The AICS translated by Iram Fatima in 2012. Translated version of adjustment inventory was used.

The researcher approached the department to get departmental permission for data collection. Researcher administrated the questionnaires of Self-Regulation and Social Adjustment scale to the children of both type of mothers. The researcher circulated questionnaire personally. Thus the return rate was 100%.

Permission was taken from the concerned authorities. The participants were informed about the research and data was collected with the willingness of participants. The participants were pre-guided. The confidentiality and anonymity was ensured.

Results and Discussion

Table 1
Demographic Information of Participants (N=1080)

Variables	Levels	Frequency	Percentage
Gender	Female students	735	68
	Male students	345	32
Mother Education	Matric	210	19
	Intermediate	219	20
	Graduation	244	23
	Post-Graduation	407	38
Mother Employment status	Working	540	50
	Non-working	540	50

Table 1 shows demographic information of participants, 735(68%) participants were female students and 345(32%) participants were male students. Mother were educated, 407(38%) mothers were post-graduated, 244(23%) mothers were graduated, 219(20%) were intermediate and 210(19%) were matric. In the study there were two types of mothers were selected, 540(50%) mothers were Non-working and 540(50%) mothers were working.

Table 2
Association between Mother Job Status and Status of Social adjustment

Sr#	Statements related Social Adjustments	No		Yes		Chi-Square	
		Working (%)	Non-working (%)	Working (%)	Non-working (%)	χ^2	P
1	Do you avoid meeting your friends in public place?	41	34	59	66	4.57	.033
2	Are you shy?	39	45	61	55	4.39	.036
3	Do you ask questions from your teacher in the class room?	30	36	70	64	4.84	.028
4	Did you organize any social function?	67	51	33	49	27.61	<.001
5	Do you feel difficulty in talking among people?	44	43	56	57	.034	.854
6	Do you feel your teachers favor other students in the class room?	61	51	39	49	11.39	.001
7	Do you feel loneliness in gathering?	55	51	45	49	1.97	.161
8	Do you feel difficulty in understanding the topics in the class during the lecture?	57	51	43	49	2.92	.087
9	Do you not give the answer of question due to anxious of talking in the class room?	52	50	48	50	.534	.465
10	Do you cross the road to avoid the meeting with special personalities?	52	49	48	51	.626	.429
11	Do you make friend easily.	37	47	63	53	10.30	.001
12	Do you anxious when your teacher suddenly comes to your home.	42	44	58	56	.378	.539
13	Do you feel difficulty while starting conversation with strangers?	41	40	59	60	.035	.852
14	Do you like to celebrate festivals?	21	37	79	63	33.92	<.001
15	Do you hesitate to go in that room where their some people are talking each other?	39	45	51	55	3.89	.048
16	Do you often feel loneliness?	44	48	56	52	1.64	.200
17	Do you avoid speaking such words which can hurt others?	22	35	78	65	22.8	<.001
18	Do you ignore others feeling while achieving your objectives.	64	58	36	42	4.23	.040
19	Do you bring happiness in any	50	50	50	50	.004	.954

	boring party with your charming presence?						
20	Do you like to work in groups?	25	40	75	60	26.89	<.001
21	Do you believe on your fellows in university?	42	48	58	52	4.85	.028
22	Do you quarrel with your class fellows on cheap talking?	65	53	35	53	18.22	<.001

Table 2 shows association between mother job status and status of social adjustment. Results shows that there was no significant association between mother Job Status and status of social adjustment for statements 5,7, 8, 9, 10,12,13, ,16, 19. It can be inferred that children whether belong to working or non-working were facing same kind of problems of such kinds i.e. difficulty in talking among people, feel loneliness in gathering, feel difficulty in understanding the topics in the class during the lecture, not give the answer of question due to anxious of talking in the class room, they cross the road to avoid the meeting with special personalities, they anxious when their r teacher suddenly comes to their home, they feel difficulty while starting conversation with strangers, they bring happiness in any boring party with their charming. Results show that there was significant association between mother Job Status and status of social adjustment for statements 1, 2, 3, 4,6, 11, 14, 17, 18, 20, 21, 22. There were three statements about which the results of chi-square were not significant. It means respondents were undecided or equal in number for these statements i.e. 1) do you not give the answer of question due to anxious of talking in the class room. (No=49%, Yes=51%, p=.394). 2) Do you cross the road to avoid the meeting with special personalities (No=49%, Yes=51%, p=.670). 3. Do you bring happiness in any boring party with your charming presence? (No=49%, Yes=51%, p=.951). The responses of students on 19 statements, there was significant difference in proportion of yes and no options. In nine statements responses were more than 50% in favor of “no” while in 10 statements responses were more than 50% in favor of “yes.” Overall status of social adjustment of students was not up to mark specially girls were low in social adjustment than boys.

Table 3
Difference in Social Adjustment and Self-Regulation for Children of Working and Non-Working Mothers (N=1080)

	Mother Job Status				95% CI for			
	Working		Non-Working		t-test		Mean diff.	
	M	SD	M	SD	t	p	Ll	Ul
Social Adjustment	54.6	14.8	50.8	12.5	4.533	<.001	2.14	5.42
Academic	61.1	26.8	53.8	25.8	4.574	<.001	2.14	5.42
Social	55.9	18.0	52.0	16.8	3.723	<.001	4.19	10.48
Emotional	48.1	24.0	47.1	20.3	0.743	0.457	4.19	10.48
Self-Regulation	55.1	9.3	51.6	10.2	5.856	<.001	1.87	6.02
Managing Emotion	55.9	10.9	53.0	11.6	4.281	<.001	1.87	6.02

Maintaining Focus	54.3	11.7	50.3	12.4	5.503	<.001	-1.65	3.66
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The results indicate that there was significant difference between social adjustment and self-regulation in the children of working and non-working mothers. It means level of social adjustment and self-regulation was different in the children of working and non-working mothers. The mean score of Working Mother ($M=54.6$, $SD=14.6$) was more and significant than the mean score of Non-working mothers ($M=50.8$, $SD=12.5$) on Social Adjustment ($t=4.533$, $p<.001$). The mean score of Working Mother ($M=61.1$, $SD=26.8$) was more and significant than the mean score of Non-working mothers ($M=53.8$, $SD=25.8$) on Academic Adjustment ($t=4.557$, $p<.001$). The mean score of Working Mother ($M=55.9$, $SD=18.0$) was more and significant than the mean score of Non-working mothers ($M=52.0$, $SD=16.8$) on Social Adjustment ($t=3.723$, $p<.001$). The mean score of Working Mother ($M=48.1$, $SD=24.0$) was similar and not significant than the mean score of Non-working mothers ($M=47.1$, $SD=20.3$) on Emotional Adjustment ($t=0.743$, $p=.457$).

The mean score of Working Mother ($M=55.1$, $SD=9.3$) was more and significant than the mean score of Non-working mothers ($M=51.6$, $SD=10.2$) on Self-Regulation ($t=5.856$, $p<.001$). The mean score of Working Mother ($M=55.9$, $SD=10.9$) was more and significant than the mean score of Non-working mothers ($M=53.0$, $SD=11.6$) on Managing Emotion ($t=4.281$, $p<.001$). The mean score of Working Mother ($M=54.3$, $SD=11.7$) was more and significant than the mean score of Non-working mothers ($M=50.3$, $SD=12.4$) on Maintaining Focus ($t=5.503$, $p<.001$). It was hypothesized that children of working mother are well adjusted as compare to non-working mother's children. The results indicate that working mother's children are well adjusted as compared to other type of mothers' children.

Table 4
Difference in Social Adjustment and Self-Regulation for Boys and Girls (N=1080)

Scales	Gender				t-test		95% CI for	
	Girls		Boys		t	p	Mean diff.	
	M	SD	M	SD			LI	UI
Social Adjustment	52.05	13.22	54.16	14.94	-2.35	.019	-3.88	-0.35
Academic	57.25	27.11	57.86	25.45	-0.35	.728	-4.01	2.80
Social	53.48	16.78	54.90	18.97	-1.24	.216	-3.66	0.83
Emotional	46.28	22.41	50.48	21.56	-2.91	.004	-7.03	-1.36
Self-Regulation	53.78	10.29	52.48	9.02	2.01	.044	0.03	2.57
Managing Emotion	54.69	11.72	53.89	10.41	1.08	.280	-0.65	2.25
Maintaining Focus	52.88	12.57	51.07	11.34	2.27	.024	0.24	3.37

The results indicate that there was significant difference between social adjustment and self-regulation in the children of Girls and Boys. It means level of social adjustment and self-regulation was different in boys and girls. The mean score of girls ($M=52.05$, $SD=13.22$) was less and significant than the mean score of boys ($M=54.16$, $SD=14.94$) on Social Adjustment ($t=-2.35$, $p=.019$). The mean score

of girls ($M=57.25$, $SD=27.11$) was similar and not significant than the mean score of boys ($M=57.86$, $SD=25.45$) on Academic Adjustment ($t=-0.35$, $p=.728$). The mean score of girls ($M=53.48$, $SD=16.78$) was similar and not significant than the mean score of boys ($M=54.90$, $SD=18.97$) on Social ($t=-1.24$, $p=.216$). The mean score of girls ($M=46.28$, $SD=22.41$) was less and significant than the mean score of boys ($M=50.48$, $SD=21.56$) on Emotional Adjustment ($t=-2.91$, $p=.004$). The mean score of girls ($M=53.78$, $SD=10.29$) was similar and not significant than the mean score of boys ($M=52.48$, $SD=9.02$) on Self-Regulation ($t=-2.01$, $p=.044$). The mean score of girls ($M=54.69$, $SD=11.72$) was similar and not significant than the mean score of boys ($M=53.89$, $SD=10.41$) on Managing Emotion ($t=-1.08$, $p=.280$). The mean score of girls ($M=52.88$, $SD=12.57$) was more and significant than the mean score of boys ($M=51.07$, $SD=11.34$) on Maintaining Focus ($t=2.27$, $p=.024$).

Table 5
Spearman rho Coefficient of Correlation between Social Adjustment and Self-Regulation

	M	SD	1	2	3	4	5	6	7
1.Social Adjustment	52.72	13.82	-						
2.Academic	57.44	26.58	.636**	-					
3.Social	53.94	17.51	.598**	.045	-				
4.Emotional	47.62	22.22	.689**	.328**	.069*	-			
5.Self-Regulation	53.37	9.92	.178**	.220**	.028	.132**	-		
6.Managing Emotion	54.43	11.32	.100**	.155**	-.008	.080**	.787**	-	
7.Maintaining Focus	52.30	12.22	.194**	.202**	.067*	.134**	.845**	.369**	-

Table 5 shows Spearman rho coefficient of correlation between Social Adjustment and Self-Regulation. Results of Spearman rho coefficient shows that there was significant and positive correlation between Social Adjustment and Self-Regulation ($r=.178$, $p<.01$). And explain (3%) variance in social adjustment.

Conclusion

Many researches support positive results of working mothers whereas, some studies show that the frequent mother's absence can affect child negatively. This impact is not that severe as much as if the mother does not work. Such factors may include parental education, quality childcare and poverty (Booth, 2000). The family may turn down to living level of poverty, if mother is not contributing financially to the family. The dual income households enable women to make more choices for their family like in nutrition and education (Bernier, et. al. 2010). Carvel (2001) conducted a research to find out those positive changes in living standards brought by working mothers' helps to ward off negative parental education and it adds to child's success. Figes (2001) described in his study that nonworking parents cannot translate the benefit of getting education to their kids.

The obtained results, it is concluded that there is a significance difference between the self- regulation and social adjustment in the children of working and

other type of mothers. The children of working mothers become smart and active as compared to the children of non-working mothers. It also found that the children of working mothers are well adjusted as compared to non-working mother children. According to the results self-regulation found more in the working mother's children. Research gives the awareness to the parents to provide the support so that their children grow as emotional mature and socially adjusted individual in the society.

Recommendations

1. There is very need to have rights of women in our country for polices making in public and private sectors.
2. There is very need to accept the importance of working mothers in our society and need for well planning of the trainings at different levels for happy future.
3. Quota for women in every field may be increased as per requirements by the government.
4. Government may be concerned for implementations of the rules for women at working places.
5. In institutions for the female students there may be guidance and counseling programs for future field's planning.

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