SUMMARY & CONCLUSION
Chapter-VI

SUMMARY AND CONCLUSION

Socialisation is a practical problem of rearing children so that they will become adequate adult members of the society to which they belong. Research studies in Psychology and Anthropology in the last few decades have shown the relationship between parental practices in the upbringing of children and the behaviour patterns of adults. There are two ways in which unique types of thinking, feeling and modes of acting of a particular group of people get transmitted to the next generation (a) directly and formally as in educational programmes, and (b) informally through interactions between parents and their children which occur in the course of child-rearing. These interactions include the parents expression of attitudes, values, interests and beliefs as well as their caretaking and training behaviour. Some of this informal learning arises through interactions with relatives, neighbours, peer groups and teachers. The mother can make it clear to the child whether her intention is to control the child's behaviour for the moment or to modify his behaviour permanently. The words “now” and “next time” become very useful to make the child understand the intentions of the mother. The words “good” and “bad” become very powerful to modify the behaviour of the child both before he learns to use these words himself and after he has acquired their use. They can become much more effective than either emotional expressions or actions like beating etc., to modify the child's behaviour and to enable him to learn the appropriate ways of behaving in the given situation.

The mother has much to teach the child or to help him to learn. He has to learn the motor activities that will enable him to manipulate the objects in his environment. He has to learn eating habits, drinking habits, toileting, independence,
responsibility, speaking, understanding speech and so on. He must learn what are desirable things to have and what are the undesirable things he has to avoid or give up. The child must develop proper control of his aggressive impulses and learn to put up with frustrations and failures. He must learn what is "good" and what is "bad", what is approved by his parents and what is not approved by them. He has to learn the names and functions of things and how to manipulate them. He must learn the proper ways of behaving towards his parents, brothers or sisters and other members of the family, the relatives who come to the house and the visitors who drop in.

Emotions and feelings play a great role during infancy and childhood and an individual's emotional development has a profound influence on his effectiveness and happiness as a person. Emotions are both constructive and destructive. Excessive emotion disrupts actions; it also leads to destructive actions; it makes a person restless and acutely uncomfortable. But emotions also give zest to life. One of the aims of child-rearing is to produce individuals who can meet the pain, sorrow and frustration that are inescapable in life without being overwhelmed by them and who can appreciate all the joys that life can offer. Proper emotional development prepares the individual to appreciate the pleasurable aspects of emotion and to cope with unpleasantness in a constructive manner. The well-developed personality should be expressive and emotionally responsive in a disciplined manner.

By six months the distress develops into the emotions of fear, disgust and anger. By 12 months delight differentiates itself to elation and affection. By 18 months the child is able to show affection for children; but around this age jealousy also develops. The last emotional feeling to differentiate itself is joy, around 24 months. Thus by the end of the second year the child is fully equipped with various emotions and feelings and is ready for the further growth during the pre-school
period. As noted above from the third to about the sixth year the child goes through the critical period of what Freud has identified as the Oedipus complex; after its resolution, the boys identifies himself with the father and develops masculine behaviour, and the girl identifies herself with the mother and develops feminine behaviour.

Although the employment of the mother per se was not the overwhelmingly influential factor in the socio-emotional and educational development of the children, the difference between the children of working and non-working mothers with regard to certain aspects of the socio-emotional and educational development of their children emerged to be significant in the case of children within the middle socio-economic class. In general in the case of children within the middle socio-economic class, maternal employment was found to have a positive effect on certain aspects of their socio-emotional and educational development. The results obtained led to the following conclusions.

**Research methodology**

The study was conducted in Moradabad district. Four Hindi and four English medium schools were selected in this study area. Total 160 children were selected in this study. Dependent and independent variables were used such as age, caste, religion and social, emotional development, maturity etc. The statistical tools were used such as weighted mean, rank, correlation etc.

**Major findings**

Distribution of late childhood children according to age-group, 47.5 per cent working women children are belonging to 8 to 10 years age-group while 52.5 per cent children of non working women are belonging to same age group. 32.5 per cent WW children and 35.0 per cent NWW children are belonging to 10 to 12 years age group. In
late childhood children of age 6 to 12 years are very crucial age for social and emotional development.

Late childhood children according to education, 50.0 per cent WW and 53.7 per cent NWW children are reading to 5 to 6 class respectively, whereas 26.3 per cent WW and 31.3 per cent NWW children are reading 7 to 8 class. Majority more than fifty per cent children are reading 5 to 6 class. In family mother play an important role since during these formation years the child's interaction are confined up to large extent to the members of his family.

6.8 per cent non-working women's children are belonged to nuclear family and 61.3 per cent working women's children from nuclear family. Only 35.0 per cent children from joint family system, now-a-days joint family system disintegrate into nuclear family system and children forget their family relations and manners. Children of working women's feel neglected have a feeling of insecurity, develop bad habits, show anti-social behaviour and because mal-adjusted are not able to love and give affection to their children.

72.5 per cent working women in service class whereas 27.5 per cent in business. The financial problem of the family is solved by mothers who take up a job outside their homes.

61.3 per cent children related to mother who earned Rs. 10000 and above monthly whereas 27.5 per cent children have related to mother who earned monthly Rs. 5000 to Rs. 10000. Life style of children of working women and NWW are different nature of late childhood of WW emotionally and socially changes to NWW children.

Majority of children (43.7 %) are from family whose monthly income Rs. 5000 to Rs. 10000 whereas 23.8 per cent from Rs. 10000 to Rs. 15000. 47.5 per
cent children of non-working women’s family their monthly income Rs. 5000 to Rs. 10000 and minimum 5.0 per cent children’s family earned Rs. 15000 and above monthly. Lower income group children at all ages have more fears than children from middle and upper class backgrounds. They are especially afraid of violence, which troubles middle and upper class children very little.

78.7 per cent children have from Hindu families whereas 16.9 from Muslim families. Religion and family culture plays an important role in social and emotional development of late childhood. The child who is well accepted by members of the family group will experience a dominance of the pleasant emotions, while a child who is rejected or neglected by the family group members will experience a dominance of the unpleasant emotions.

72.5 per cent children of non-working women fathers are working in business class whereas 65.0 per cent children of working women fathers in service. Family environment and atmosphere are depending over the head of the family occupation. Relationships with family members, not parents alone, but siblings and grandparents affect children attitudes toward outsiders.

Social behaviour in childhood of WW and NWW, rank I generosity and rank II to cooperation of working women children. In non-working women children have give rank I to dependency and rank II to sympathy, rank II to generosity. Young children are incapable of sympathetic behaviour until they have been in situations similar to those of a person in distress. Depending on others for help, attention and affection motivates children to behave in a socially approved way children who are independent lack this motivation. Negativism is resistance to pressures from others to behave in a certain way. It usually begins during the second year of life and reaches a peak between 3 to 6 years.
Three dimensions of social maturity, personal adequacy, inter-personal adequacy and social adequacy. These three dimensions further divided into sub-groups. In personal adequacy – work orientation, self directions and ability to take stress in inter-personal adequacy – communication, enlightened trust and cooperation and in social adequacy – social commitment, social tolerance and openness to change. Working women children were given highest rank to work orientation and second rank to self direction, ability to take stress, so working women children feels alone and self centered. Non working women children's were given highest rank to work orientation and second rank to self direction, cooperation and social commitment.

Correlation coefficient between working women and non working women and social development sub-dimension, personal adequacy like work orientation, self-direction and ability to take stress was positively significantly correlated with WW and NWW. Parental expectations motivate children to put forth effort to learn to behave in a socially acceptable way. Social development means acquisition of the ability to behave in accordance with social expectations.

Childhood emotions rank I and most important babyhood in working women and rank II fear, anger and third to anxiety. In non working women first rank to anxiety and rank II to fear, anger and jealousy. Fear is an internal realization in which the person tries to away from dangerous conditions. In the state of fear children develop the symptoms of crying, trembling, lowering of heart beat and increase blood pressure. Shyness is a form of fear characterized by shrinking from contact with others who are strange and unfamiliar. Children feel shy of strangers. Anxiety is an uneasy mental state concerning impending or anticipated ill. It is marked by apprehension, uneasiness and foreboding from which the individual cannot escape. Anger is a more frequently expressed emotion in childhood than fear.
in its different forms. The situations that given rise to anger involve restraint: interference with movements children wish to make, either by others or by their own abilities. It is an outgrowth of anger, giving rise to an attitude of resentment directed toward people. Most childhood jealousies are home grown and home environment. Distribution of emotional instability according to children of WW and NWW, Children of working women have given rank I to fear with coming circumstances and rank II to feel imitated himself and rank II to feel jealous to others. Working women children are living alone so they fear alone and not interacted with others. In non-working women, children have given rank I to feel jealous to others, rank II to fear with circumstances and rank III to work close the before reaching the target.

Emotional regression of children according to WW and NWW, children of working women have given rank I to feeling of self-centred followed by rank II to feeling of restlessness. Pleasant emotions improve children's looks while unpleasant emotions distort the face and make children less attractive than they are, because people are attracted on repelled, by facial expressions. Non-working women children have given rank I to feeling of inferiority and rank II to feeling of hostility.

Emotional maladjustment working women children have given rank I to liar and shirker and rank II to seclusive but boasting whereas non working women children have given rank I to lack of social adaptability and rank II to seclusive but boasting. Emotions that are very strong at certain ages wane in strength as the child grows older, while others, formerly weak, become stronger.

Children's opinion on the basis of personality disintegration, children of working women given rank I to self dependent and rank II to lack of immorality. Children of non working women have given rank I to lack of immorality and rank II
self dependent. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action.

Working women children have given rank I to feeling to follower and rank II to not interest to others work whereas in non working women children have given rank I to feeling to follower and rank II show importance of self work and third rank to not interest with others work. Shy children are afraid to talk to others so other people do not talk to them. This encourages children to be come self-bound.

Socio-economic status and emotional development of working women and non-working women children, age, income, mother’s occupation and mother’s education significantly positively correlated with aspects of emotional development and age, family income and mother’s education was also correlated with emotional development.

Correlation coefficient between working and non-working women’s children in five emotional areas, emotional unstability, emotional, emotional regression, emotional maladjustment, personality disintegration and lack of independence of children of working women was significantly correlated with non-working women’s children. Emotional unstability broad factor representing syndrome of lack of capacity to dispose off problems, irritability needs, constant help for one’s day to day work, vulnerability, stubbornness and temper tantrums. Lack of independence shows is egotic and lacks ‘objective interests’, people think of him an unreliable person.

Social development of WW and NWW children, 90.0 per cent working women's children have feeling inferiority complex and physique and health. 92.5 per cent children have affecting to peer group because they have lived alone. More than 90.0 per cent non-working women children have affected physique and health whereas 87.5 per cent from family. Good physique and personality they attain a
good place in their group and society. Socio-economic status and the environment of family affect the social development of the child. The children with feeling of inferiority complex are unable adjust in social gather. They keeps them isolated form other. The friend circle affects the learning power of the children. In bigger groups learn they easily the social values.

Affecting factors of children working women intelligence, personality, self confidence and parent child relationship. Intelligence is found to be directly related with emotions in children due to intelligence they visualize the emotional situations and then express their reactions. In non-working women children, factors affecting more 80.0 per cent are intelligence, sex, social environment, family size and parent child relationship. The parents who are crazy about the caring and overprotective of their children, the children are more dependent on parents. Very strict parents, children are timid. There is a difference between emotions in girls and boys. Boys are comparatively less fear than girls. In same ways girls are more jealous. The extrovert learns more fears by imitating others than the introvert. Children may not show their emotional reactions directly, but they show them indirectly by restlessness, day dreaming, crying, speech difficulties and nervous mannerism.

Suggestions, recommendation and policy implications

1. A further investigation is desirable to study the working mother in the middle socio-economic class particularly with respect to the mothers aspirations and ambitions for herself and for her children.

2. A study on the different types of substitute care a mother seeks and how she feels about leaving her child in the care of some one else.

3. Longitudinal study to determine the possible long term effects of maternal employment on the child.
4. An investigation into the attitudes of the mother towards her work keeping in view the possible circumstances which led her to work outside the home.

5. Since there appeared to be differences in child rearing of boys and girls as practiced by the working mothers, a more detailed investigation to study this aspect appears desirable.