Chapter – 1: Introduction

Women are cradle of civilization. They are capable to build such children who may lead the country towards the path of progress and prosperity. The role of the mother in the development of the child is very vital, as child usually spends maximum time with his/her mother. It is therefore, the mother who leaves a strong and a long lasting impact on the child and lays the foundation for its future development. The early warmth and affection of a mother is associated with calm, happy and cooperative behaviour of the child. The mother acts as a model and the way in which she is perceived by the child determines many of the behavioural choices of the child that may determine his/her later stages of development. A mother has more opportunities than the father to influence the child’s growth, behaviour and development. However, in the modern period the trend for seeking employment by both the husband and wife is prevalent, with this their role in the family gets changed. It is therefore, expected that the home environment in dual and single earner families will differ. The two most common motives that have led women into the labor force are economic need and personal fulfillment, but most women would not leave jobs even if their economic need is fulfilled. These women feel satisfied by doing work and money they are earning. However they face special challenges as they try to balance work and family responsibilities. Parents play a vital role and have always been the single most important external influence on the behaviour of the child. As home makers, women are expected to look
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after domestic work. In the cultural understanding of the people, child bearing, child rearing and home making cannot be distinguished from femininity. There are different stages of development of the child, and among these stages, adolescence is the most critical period of individual’s development. This is the period which is difficult both for Adolescents and for their families. Family which plays an important role in the personality development of adolescents is undergoing different changes. Among the family members the contribution of mother is very important in shaping the personality of their children. But it has been found that an unprecedented number of women are now entering the labor force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a “caretaker” to a “bread earner” and it has altered child rearing goals & practices. The care of children is regarded as one of the most important functions of family especially mother. She brings up her children with utmost care, love, support and security, because of her natural affection. No one else feels the same concern about the children as the mother. She makes every effort to make her children happy. Woman as a mother has a great role to play in the development of her children. The mother’s interactions with the child have a profound impact on its optimum development. In the absence of the mother a child feels lonely, insecure, unwanted and this adversely affects his emotional and personal development. The role of woman in primitive societies differs significantly in comparison to the present scenario. We have witnessed the role of woman in the agricultural societies which was confined to the limited spheres of life. Woman would prove supporting to the men in different agricultural oriented tasks. Now living in complex societies, where there is a shift from age old jobs and occupation, we find woman working in different spheres of life. This has resulted in different types of atmosphere in our homes. Our children receive different types of treatment belonging either to working mothers or to non-working mothers.
With the advancement of science and technology, the role of woman is very important as they have to work along with men in all spheres of life. It is also the demand of social Justice and democratic values that woman should have equal opportunities in all fields. Women have gradually entered the work force and have gained increasingly prestigious positions. Women who spend more hours for job and few hours with children may lead to several cognitive and behavioral implications for children. Therefore, it seems that children whose mothers work full or part-time outside the home may not grow better, may receive less love, care and affection, as working mothers are not usually satisfied with their lives. They have to perform dual role, as domestic as well as occupational duties. So, it is reasonable to say that non-working mother can help children to grow normally on physical, psychological, and social levels more than the working mothers. Working Mothers usually place their children in childcare, which results in less attention & instruction. It may have significant cognitive effects later in childhood. A longitudinal study completed in 2001 has found significant cognitive difference between children who had working mothers & children who had not working Mothers. A group of researchers at South Bank University examined the working mothers felt that they were helping to meet the needs of their families, but their relationship with the family suffers as a result of their employment. It has also been found that working mothers had a negative impact on their children, because after work they are sometimes too tired to interact with their children (Reynolds, et al., 2003). Mother-child attachment relationship provides security and stability for their children. The insecure attachment to the mother in infancy is predictive of social maladaptation with peers in the school years (Booth et al, 1991). The insecurity of attachment during the preschool period is concurrently and predicatively associated with lack of social competence and maladaptive peer relationships (Turner 1991).
Woman today is regarded as an integral part of new economic order and important part of its man power resources (Kilen1968). Woman are now better educated and have higher aspirations. Now a day, due to increased opportunities for education, modernization, rising standard of living, woman of middle & upper-class families have also started coming out of their traditional role of homemakers to join the work force. Woman entering to the workforce is increasing day by day which has created number of problems to their children. As a result of which it has paved a way for controversies regarding maternal employment that may bring emotional deprivation to the school age children. In modern times, due to sociocultural change, industrialization, Urbanization, expansion of education, high cost of living etc. middle class women are induced and compelled to engage in work for better livelihood. Undoubtedly, it resulted into economic independence and developed self-esteem (Azar, et al., (2006) and Singh, et. al (2006), but their traditional roles are deeply influenced. Working mother has comparatively lesser time for child care as compared to non-working mother. In spite of the fact that each member of the family contributes significantly in developmental process of the child, the role of the mother is of paramount importance. Adolescence is the most important stage of child in which many psychological changes occurs. It needs intensive care and guidance from the part of parents, especially mothers. Maternal employment puts psychological effect on mothers, who find it difficult to engage supportive interaction with children. Non-working mothers are those whose main role is to bear and rear children, in place of serving at any institute or company. They are always in the service of their children. They provide the needed love, care and support to their children. Whereas, working mothers are those who work outside the home in addition, to the work they perform at home in raising their children. This changing status of mothers influences not only their role in society but also affects their interaction with their children. It is generally assumed that working mothers are
unable to provide full time child care to their children. In contrary children of non-working mothers remain on the advantageous side. Besides taking care of the daily needs, working mothers have to perform the job and spend their most of the time as employees of any institute or company. These mothers are required to play a dual role, one as mother and housewife and other as an employee. This dual role of working mother diverts their attention from the children which in turn affects various aspects of their children. The contribution of mothers in shaping the personality of their children cannot be ignored.

Despite several similarities between people, it remains a common fact that all human beings are unique and different from each other. Therefore, all human beings differ with each other so far as their personality make up is concerned. In general personality can be defined as the enduring characteristics and dispositions of a person that provide some degree of coherence across the various ways in which people behave (Sternberg 1994), as well as the stylistic consistencies in social behavior that are a reflection of an inner structure & process (Furnham 1992). Cattel (1979) defines personality as a person’s characteristic style of thinking, perceiving and acting over a relatively long period of time and in a wide range of different situations. He distinguishes 16 personality trait factors, which he believes to the most variations in people’s behavior. The 16 personality factor questionnaire is used to measure the 16 personality dimensions based on the personality trait theory of Cattel. It measures a person’s distinctive style of thinking, perceiving & acting over a comparative long period of time, as well as in a wide range of different situations.

Emotional maturity means how well we are able to respond to situations, control our emotions & behave in an adult manner when dealing with others. A person having emotional maturity is composed, reserved, purposeful, has sense of values, goals defined, able to cope with crisis, cultured, able to control
anger, humble, joyful & happy. However the person who are emotionally immature may be egocentric (self-centered, selfish), has uncontrolled emotions and is demanding. Emotional maturity comes with the correct psychological development which takes place when the child is given right type of environment especially during the initial stage of his life. The children who receive approval & encouragement from their parents are better equipped to deal with challenges & stress inducing situations. Since In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So the study of emotional life is now emerging as a descriptive science. Emotion is one of the important aspects of the human behavior. It is a basic aspect of human functioning. Emotions are regarded as the personal experiences that arise from a complex interplay among cognitive, physiological and situational variables. A child becomes emotionally mature if his parent permits him to accept responsibilities and becomes independent and self-sufficient. Emotional maturity is a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behavior. Emotionally matured person is one whose emotional life is well under control (Chamberlain 1960). Emotionally mature is not one who has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective involved in a struggle to gain healthy integration of feeling, thinking and action (Singh and Bhargava 1990). Emotional maturity can be understood in terms of self-control which in turn is a result of thinking and learning (Jha and Bharti 2006). If the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal (Seoul 1951). Emotional maturity is regarded as the stable mental conditions of a person that may arouse, because of his or her healthy perception of the surroundings and hence
enable them to maintain a healthy equilibrium. Adolescence is regarded as the period of heightened emotionality. It is the most demanding period in one's life of storm and stress, because accurate prediction of self to others, which is an identifying criterion of healthy personality, is in the process of establishment during this period.

Postile Denis (2003) described the three types of emotional maturity.

- Emotional Awareness: it means knowing when feelings are present in us and others. It is closely related to emotional literacy. At its highest level, it means being able to predict feelings in advance.

- Emotional Competence: It refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determine one’s ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret and respond constructively to emotions in one self and others.

- Emotional Integrity: Emotional integrity is one, when our heart, mind and will go together. When one is in his emotional integrity one can act without hesitation or doubt.

Several factors such as heredity, family group, physical characteristics, early training and experience, personal, cultural and socio-economic factors, current physical and mental conditions and life situations may affect the physical and emotional development of a person. They affect not only the rate of maturity but also the degree of maturity.

Parents may be warm & loving or hostile & rejecting. Each pattern of parental behavior effects the personality development of the child. The self-system that is a person’s perception of self is a significant component of personality, which develops through interaction with significant figures in the environment. In later life people respond according to this self-system, whether people see the self as good or bad depends on their past perceptions (Sullivan 1953).
An early model of the two dimensions of parental attitudes is that of Schaefer (1959).

![Two-dimensional model](image)

*Fig. 1.1: Two-dimensional model.*

Figure 1.1 illustrates the type of child rearing that can be described by classifying parent’s behavior on acceptance-rejection (the horizontal axis) and restrictiveness-permissiveness (the vertical axis). The labeled points in each quadrant of Fig.1 show how a parent might behave when showing different combinations of acceptance and restrictiveness. For example a parent who is rejecting and restrictive might be labeled as demanding antagonistic and authoritarian. A permissive rejecting parent could be considered indifferent, detached and neglecting while a permissive accepting parent might be characterized as democratic and cooperative. A parent who is accepting and restrictive might be labeled as overprotective, protective indulgent and overindulgent.

Parental warmth is considered as a bipolar dimension where rejection or the absence of parental warmth and affection, stands at one pole of the scale in
opposition to acceptance at the other. Accepting parents perceive their children as having many positive qualities and they enjoy being with their children. Accepting parents are those, who show their love or affection towards their children physically and/or verbally, which induces a child to feel loved or accepted. According to Rohner (1990) rejection is manifested around the world in two principal ways, namely, in the form of parental hostility and aggression on the one hand, and in the form of parental indifference and neglect on the other. Hostility includes feelings of anger, resentment and enmity toward the child, whereas indifference refers to a lack of concern or interest in the child. Hostile parents are likely to be aggressive, either physically or verbally, and indifferent parents are likely to be physically or psychologically remote from their children or inaccessible to them (to ignore their children’s bids for attention, help, and comfort) and to be unresponsive to the children’s needs. Rejection revealed as hostility/aggression and rejection revealed as indifference/neglect express a “damaged” or even an absence of bond of parental attachment. Both of these forms of rejection are likely to induce children to feel “unloved” or rejected.

Family plays an important role in the educational and vocational progress of the children. Roe (1957) hypothesized that there are three types of parental attitudes. They are acceptance, concentration and avoidance, which are associated with the vocational development of the children. On account of these attitudes which parents show towards their children, they develop certain attitudes towards the home environment. Acceptance means that such parents consider their children as a full- fledged member of the family who needs a certain degree of independence and has the capacity to assume responsibility. Such parents encourage their children to fulfill their potentialities as better as they can. Concentration refers to attitudes of parents who devote a disproportionate amount of their time and energy to the direction and control of their children. They over protect them through undue restrictions and
encourage their efforts to explore the environment. They place heavy demands upon them to perform beyond their capacities and to achieve ambitious goals. Avoidance characterizes the disposition of parents who either neglect or reject the child. They withdraw when their children demand affection and love. They hardly spend time with their children. Instead of satisfying the child’s physical needs, they openly abuse them. They show no positive interest in children and their activities. In the family, it is the parents who play major role in the overall development of the child by using different parenting styles. These parenting styles determine the personality development of the children (Juyal and Gaur 2007). Parents are also the models for their children. Warm, supportive parent-child ties that permit young people to explore ideas and social roles foster adolescent autonomy predicting high self-reliance, work-orientation, academic competence and self-esteem (Allen, et al., (1996). A child's academic progress depends not just on activities that take place in class room. It is also promoted by parental involvement in school life and the extent to which academic learning is carried out at home (Connors and Epstein 1996).

Parents are influential figures in adolescent’s search for identity. Parental availability has been hypothesized to influence human beings’ adjustment from infancy to late adolescence (Cummings & Davies, 1995; Parmar & Rohner, 2005). In school-age children, maternal warmth predicted children’s adjustment in school (Pettit, et al., 1997; Rothbaum, 1988), and involvement predicted academic achievement performance (Melby & Conger, 1997). Parent-child relationships have been found to be a good predictor of adolescent identity formation (Grotevant & Cooper, 1986). Parental hostility increases the likelihood of adolescent emotional and behavioral problems (Conger, et al., 1994). Parental rejection promotes the use of passive coping strategies (Meesters, & Muris, 2004), and less parental warmth correlates with a depression-loneliness-distress factor (Lempers, et al., 1989).

Research have shown that parental acceptance rejection effects mental health related outcomes (Ahmad, et al., 2008, Erkman, et al., 2010, Kour Koutas &
Parental acceptance is positively associated with ego strength (Ahmad, Al Otaibi & Gielen 2008), social development (Gulay2011), sibiling relationship quality & emotional intelligence (Alegre & Benson 2008) were as it is negatively associated with depression and related symptoms (Gulay 2011, Majeed 2009, Salahur 2010)

Many studies exist that examine parenting styles (e.g., Abell, et al., 1996; Beyer, 1995; Bluestone & Tamis-LeMonda, 1999). Baumrind (1978) describes three parenting styles of authoritarian, permissive, and authoritative are often used in studies investigating parenting styles in relation to diverse child outcome variables, such as academic achievement, self-confidence, aggression, delinquent behavior, and substance abuse (Dornbusch et al., 1987; Hart, et al.,1998; Hill, 1995; Lamborn, et al., 1991; Shumow, et al., 1998). Studies that examined how parenting styles influenced the cognitive development of young elementary-aged children are rare (e.g., Chen, Dong, & Zhou, 1997). Dornbusch et al. (1987) found that authoritarian and permissive parenting styles were negatively associated with higher grades. Radziszewska et al., (1996) found similar results in their study of 15-year-olds. Boveja (1998) found that adolescents, who perceived their parents to be authoritative, engaged in more effective learning and studying strategies.

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The study of Hate (1930) reveals that married working woman considered balancing of outside jobs and home life very difficult. Hoffman (1963) reveals that working mothers have more positive interaction with child, more sympathy and less anger to words the child in discipline situations. However the children of these working mothers appear to be less assertive & less affective in their peer interaction, also these children helped some one less in house hold tasks than did the children of non-working mothers. The study of Roy (1963) found that Adolescent sons of working mothers had lower school grades. Farley (1968) found that academic achievement and political activities of boys with working mothers did better academically and were more politically active than boys whose mothers did not work. There is no difference among sons of working and non-working mothers however, the daughters of working mothers described more feelings of loneliness and isolation more resultant stress and slightly poorer personality adjustment than daughter of non working mothers (Nelson 1971, Burke & Weir 1977). Nanda & Monachas (1971) revealed that employment of mothers had negative influence on their children & they become less cooperative, less sympathetic and exhibited different social behavior.

Bhatti & Bhatti (1971) point to the problems of care of children faced by educated working woman. With the decline of the joint family system in urban area, the educated mother replaced by uneducated servant that is why the children of working mother becomes less cooperative & less sympathetic . Singh (1972) reveals that only 25% of working woman (sample 117) were fully satisfied with the time they were devoting to children, while 75% felt that they were really unable to devote proper attention to their children at home. The study of Moore (1975) found that children whose mothers do not work outside the home may be more adult oriented and may confirm more to adult standards.
whereas children of working mothers are more peer oriented and non-conformist particularly boys. The study of Bacon & learner (1975) reveals that there is less sex role stereotyping of occupations among school age children of working mothers particularly daughters. The study of Collins (1975) found that low income families from various racial and ethnic groups showed poorer personality and adjustment among children of part time working mothers than children of non-working or full time working mothers. The study of Miller (1975) reveals that daughters of working mothers found to be more aggressive and less passive than daughters of non-working mothers. Burke & Weir (1977) found no difference among sons of working and non-working mothers however the daughters of working mothers described more feelings of loneliness, isolation, more resultant stress and slightly poorer personality adjustments than daughters of non working mothers.

Gold & Andras (1978) found that employed mothers from middle class families had lower scores on language & mathematics achievements tests while from lower families liked school less & reported lower grade, if their mother where employed. Rabhinson (1980) reveals that despite women’s entrance in to the labour market there has been little decline in the care giving and house work tasks they perform. Hoffman (1980) found that full time employment of woman may result in less effective socialization of their sons. Smith (1981) found that maternal employment provides very definite answers regarding the effects of a mother’s working on her family, children & herself. Kurien (1982) reported that children of employed mother do better in schools. The study of Ram Chandran (1983) concluded that the children of working mothers did not differ in any way from the children of non-working mothers in terms of their social maturity, self concept, manifest anxiety and achievement in language.

Sharma (1986) has revealed that the children of non-working mothers were found to be more excited, tenderhearted, sensitive, dependent & more protective. Goswamik (1987) reveals that there was a multidimensional impact on children of working mothers. They suffered from tremendous strain,
because they had to harmonies the two roles of mother and worker. Gottfried & Bathurst (1988) found that the number of hours the mother work was negatively correlated with school achievement. Mody & Murthy (1988) reported low intelligence scores in children of employed mothers at the early age of 12 years. They also found that children of employed mothers as careless & slightly emotionally unstable in the early years as compared to children of non-working mothers. Vijay (1990) has revealed that significant difference was found in the personality of the male/female children of working & non-working mothers. Blau & Grossbrg (1992) have revealed that maternal employment has a negative impact on child’s cognitive development. Mittel (1997) observed that there was no significant difference in the areas of self-concept & scholastic achievement of the daughters of employed and non employed mothers. Andrabi (1997) has revealed that the children of working & non-working women differ significantly in their emotional adjustment. However the children of working and non-working mothers do not differ significantly, so far as their social adjustment is concerned. Deka & Kakkar (1998) observed that maternal employment had no impact on the self concept of adolescent. Hill, et al., (2001) reveals that when a child’s mother works in the first year of life, it can have a negative effect on the child’s later development. Demography (2002) investigated the effects of early maternal employment on children's cognitive outcomes, found some persistent adverse effects of first year maternal employment and some positive effects of second and third year maternal employment on cognitive outcomes. Hill et al., (2005) aimed to explore the relationship between maternal employment and child development, the result indicated negative effects of maternal employment on children’s cognitive outcomes were found primarily for children whose mothers were employed full time in the first year post birth as compared with children whose mothers postponed work until after their child’s first year of life and also as compared with mothers who worked part time in the first year. Dhoundiyal (2006) reveals that working mother performs
a dual role- domestic & occupational. In order to fulfill these two roles, the mother is exposed to undue stress & strain which may affect her adequacy as mother. Nomaguchi & Milkie (2006) found that children of working mothers reported less discipline from their mothers, than those whose mothers didn’t work outside the home. The study of Suneetha Hangal & Vijayalaxmi Bhavi (2007) found that adolescent children of home makers have significantly higher self concept. A study of Gennetian, et al., (2008) found that children of stay at home mothers were more likely to have above average school performance. It was also found that children of employed mothers more likely skip school than children of non-working mothers. The study of Khanna (2011) found that emotional intelligence of adolescent children of non-working mothers is significantly higher than the children of working mothers. Huerta1, et al (2011), investigated the possible negative effects of maternal employment on child development. The evidence suggests that a return to paid work by mothers within six months after child birth may have negative effects on child outcomes, particularly on cognitive development, but the effects are small and not universally observed.

In a study of Market (2012) investigated the effects of maternal employment on intellectual ability of children, show a statistically significant adverse effect of mother's employment on children's intellectual ability, but only for boys in higher income families. The study of Rosa & Preethi (2012) found that children of working mothers are more indisposed to stress and strain. The study of Sharma & Gagan Preet (2013) found that children of home makers have high self-concept than employed mothers.

From the above cited studies, it becomes obvious that various studies have been conducted on children of working and non-working mothers on adjustment, socio-economic status, self-concept, self-esteem, intelligence, study habits, academic achievement, emotional intelligence etc. and very few studies have been conducted on personality, emotional maturity and parental acceptance / rejection of children of working and non working mothers in India.
and no such study has been conducted in Kashmir. Therefore, the present investigator makes a humble attempt to study the personality profiles, emotional maturity and parental acceptance / rejection of children of working & non –working mothers.

**Need and Importance of the Study**

It is obvious that family plays an important role in the wholesome development of a child. If the child is deprived from healthy family care, his emotional development may be hampered. The family is a powerful determinant of child’s emotional development, as it provides love, warmth, affection, security, attention, acceptance and happiness, which are the basic requirements for the healthy growth of a child. It is not only enough to provide the children food, shelter and education their emotional needs should also be satisfied. However it is found that when mothers are working in any government, semi-government or private organization, their children suffer, because they have less time to spend with their children. Therefore, these children face many problems & remain emotionally mal-adjusted. These children grow under the supervision of caretakers and these caretakers are not supposed to shoulder the greatest responsibility of understanding the needs of these children. Parents are the first & most consistently available teachers of their young children. They provide emotional support to their wards.

A mother is important not because she has special skills but because she is with her children for a much greater time than any other person and she reflect a very strong influence on attitudes, abilities and behaviour of children. It has been found that most of the children who are successful and well adjusted come from those homes where parental attitude are favorable and a wholesome relationship existed between children and parents (Priyanka & Devina, 2010). Mothers give her children love, affection and care since from birth. Child care has become a major issue in most of the countries of the world. It is universally accepted that children require the love of mother the most. Shalala (2010) expressed that the situation of women in the current era is very difficult. They
have to face many challenges. Some women put their efforts to build their careers but others wait until their children join the school. Some women have their own choice of employment, while others are forced to work. There are many researchers who have proved that absence of parent’s attention at an early age is very harmful. The scores of children of working mothers are comparatively lower than the child of household mother.

It is obvious that when mother enters the employment market their children face crisis from their early age, as they are then usually reared by servants. They cannot take proper care of these children as their mothers can. So, they face hardships in emotional support or rearing. After that these children are sent into the school and their parents usually go to attend their jobs. Children after reaching home may find the door locked. Most of the time, they sleep near the door. Santrock (2004) has found that, the children of working parents do not see their parents from the time they leave for school in the morning until about 6 or 7 pm, they are called latchkey children, because they are given the key to their home, take the key to school and then use it to let themselves in to the home, while their parents are still at work. These children had negative latchkey experiences. As Erickson (1980) points out that these pupils develop mistrust not only about their mothers but about the whole world as they are not being cared properly. These children do not get proper care from their mothers even when they return home. As they are usually exhausted and hardly get time to care for their children. Therefore, it is felt that the personality profiles of these children of working and non-working mothers may not be the same. Emotional maturity gets shaped if there is more caring and rearing for the child and it is expected that the working mothers cannot give as better treatment to their children as the non working mothers can provide, therefore, it is expected that the emotional maturity of children of non-working mothers would be better than the children of working mothers. At the same time children of working mothers may feel a sense of rejection, as they do not receive the needed love, care and support from their mothers. However, the children of non-working
mothers may feel a sense of acceptance, as they get love, warmth and affection from their mothers. Therefore, the present investigator wants to find out whether the personality profiles of children of working and non-working mothers are different. Secondly the investigator wants to explore whether the emotional maturity of children of non-working mothers is really better than the children of working mothers. Thirdly, the investigator wants to find the parental acceptance/rejection of children of working and non-working mothers.

The researchers like Sharma & Gagan Preet (2013), Market (2012), Rosa & Preethi (2012), Khanna (2011), Huertal, et al (2011), Vijay Laxmi (2007), Andrabi (1997), Mittel (1997), Grossburg (1992), Smith (1981), Moore (1975), Miller (1975), Nelson(1971), Hoffman (1963), Roy (1963), etc. studied the self-concept, academic achievement, emotional intelligence, achievement motivation, stress, personality adjustment, aggression, socialization, social maturity, cognitive development, emotional adjustment etc. of children of working and non-working mothers. Therefore, these studies highlight the research gap in the area of children of working and non working mothers and signify the need of the study to be taken in relation to variables which have been selected for the present study. So, little is known about the personality profiles, emotional maturity and parental acceptance / rejection of children of working and non-working mothers till date and no study has been conducted in this regard in Kashmir. Thus it is hoped that this study may contribute to the literature on personality profiles, emotional maturity and parental acceptance / rejection of children of working and non-working mothers. As, it is true that the state of Jammu & Kashmir is backward, so for as educational & employment opportunities are concerned but from the last two or three decades, women education rate is increasing and so is the case with the employment of the women. Therefore, there is a scope to study the various problems faced by the children of working mothers.

The study may also help to frame policies and develop programmes which may help the children of working mothers to develop their personality make up and
become emotionally mature. The study will also go a long way to help the planners and administrators to take proper arrangement for crèches for the children of working mothers. On the other hand the study would educate the working mothers to take care for their children for at least some period of time, otherwise their children would face crisis. The study may also help the working women to realize the quality of time they spend with their children is much more important than the quantity of time. While returning from office they should give first priority to sit with their children either playing with them or listening to them properly and interestingly. Therefore, it may be concluded that the children of working and non-working mothers is one of the most crucial issue that needs to be investigated intensively and purposefully and hence it acted as a great motivating force to the investigator to conduct research in this area.

Statement of the Problem

The problem is stated as under:

“Personality Profiles, Emotional Maturity and Parental Acceptance/Rejection of Children of Working and Non Working Mothers”

OPERATIONAL DEFINITIONS OF THE TERMS USED

1. Personality Profiles

Personality is something unique and specific. Every one of us has specific characteristics for making adjustment. Personality includes the entire behavior pattern that is conative, cognitive and affective and covers not only the conscious activities but sub-conscious and unconscious also.

Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience. (Morton Prince 1929)

Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. (Watson 1930)
Personality is a dynamic organization with in the individual of those psycho physical systems that determine his unique adjustment to his environment.

(Allport 1948)

Personality is that which permits a prediction of what a person will do in a given situation.

(Cattell 1970)

Personality is the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment.

(Eysenck 1971)

Personality consists concretely of a set of scores of descriptive terms that describes the individual being studied in the terms of the variables or dimensions that occupy a central position within the particular theory utilized.

(Hall and Lindzey 1989)

*The personality profiles in the present study referred to scores obtained by the sample subjects on High School Personality Questionnaire (HSPQ), of Cattell (1969).*

2. Emotional Maturity

Emotions play a significant role in guiding and directing our behavior. Emotions seem to dominate us in such a way that we have no solution other than behaving as they want us to. Thus emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development.

Emotion is a ‘moved’ or ‘stirred up’ state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

(Woodworth 1945)

Emotion is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behavior.

(Crow and Crow 1973)

Emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.

(Charles G. Morris 1979)
Emotion is the complex psycho physiological experience of an individual state of mind as interacting with biochemical or internal and environmental or external influences. Emotion is associated with mood, temperament, personality, disposition and motivation. Emotions are the reactions consisting of cognitive changes, physiological reactions and expressive behavior.

(Baron 1998)

As we know that children as well as youth are facing difficulties in life. These difficulties may give rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Emotional maturity is not only effective determent of personality pattern but it also helps to control the growth of adolescence development. An emotionally mature person has the capacity to make effective adjustment with himself, with members of his family, his peers in the school, society and culture. Emotional maturity means, in essence controlling the emotions rather than allowing the emotions to control. Emotional maturity implies controlling ones emotion rather than letting the emotions. A person may be said to be emotionally matured if he has in his possession almost all types of emotions—positive or negative and is able to express them at the appropriate time in an appropriate degree. Emotional maturity has five dimensions. They are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.

The chief index of emotional maturity is the ability to bear tension. This view lays stress upon self-control and not on self-fulfillment. (Cole 1954)

Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies. (Dosanjh 1960)

The emotionally mature or stable individual regardless of his age is the one, who has the ability to overcome tension, to disregard certain emotion stimulators that affect the young and view himself objectively as he evaluates
his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. (Crow & Crow 1962) Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid.

(Jersild 1968)

Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally. (Walter 1974)

Emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain. (Good 1981)

Emotional Maturity brings with it a capacity for independence, the willingness to take action as free agent along with the capacity to affiliate, to freely initiate and sustain loving relationships. (Lisa 2004)

The emotional maturity in the present study referred to the scores obtained by the sample subjects on Emotional Maturity Scale (EMS) of Singh and Bhargava (1990).

3. Parental Acceptance/Rejection

Parental acceptance- rejection is a bipolar dimension of parental behavior with acceptance defining one end and parental rejection defining the other. Accepting parents perceive their children as having many positive qualities and they enjoy being with their children. Accepting parents show their love or affection towards their children physically like kiss, hug, fondle etc. and/or verbally like praise, complement, say nice things, talk in warm and loving manner etc. on the other hand rejecting parents dislike, disapprove and resent
their children. Rejecting parents show their attitude towards their children physically like hit, kick, push, pull, etc. and/or verbally like curse, say unkind things, get angry, complain, yell, nags or scolds etc. Parental acceptance therefore, refers to perceived parental warmth, love, affection and understanding of the child. Parental rejection refers to the perceived dislike, hatred, indifference and lack of communication between the parent and the child.

The parental acceptance / rejection of children of working and non working mothers in the present study referred to the scores obtained by the sample subjects on Parental Acceptance/Rejection Questionnaire (PARQ) of Rohner (1978).

4. Working Women

The role of the mother is of paramount importance in the developmental process of the child. Working women has comparatively lesser time for child care as compared to non-working mothers. Maternal employment puts psychological effects on mothers, who find it difficult to engage supportive interaction with their children. They have to work outside their home in addition to the work they perform at home in raising their children. It not only affects their role in society but also affects their interaction with their children. This dual role of working mother diverts their attention from the children, which in turn affects various aspects of their children. It is generally assumed that working mothers are unable to provide full time child care to their children. Maternal employment includes a wide variety of labor force participation patterns, from full-time work to part-time work, and including contract work as well as working out of the home. The maternal employment, suggests a focus on the mothers and their labor force affiliation (Radin 1993)

Working women in the present study referred to educated women with educational qualification as graduation and above and are engaged in any government or private salaried job.
5. Non-working Women

Non-working mothers are those whose sole business is to bear and rear children, in place of serving at any institute or company. They are always in the service of their children. It is generally assumed that non-working mothers are able to provide full time child care to their children. Non-working mothers logically have more advantage over peers, educators, counselors and other professionals of serving as continuous and are more stable resource for their children. In the family, it is the mother who plays a major role in the overall development of the child by using different approaches, which determine the personality development of the child. Non-working mothers can provide more warm and supportive environment to their child as compared to working mothers. Non-working mothers show more affection, recognize their children accomplishments, help their children to develop a sense of responsibility, encourage them to respect others and to help people in need. They help their children to set their own achievable goals and to be clear about what behavior is acceptable and what is not. Non-working mother helps their children to learn patience and to think of possible consequences of any action before acting. She gets involved with her child’s school, meets the teachers and staff to understand the learning goals and how she and the school can work together to help her child to do well. She supports her child in taking on new challenges.

*Non-working women in the present study referred to educated women with educational qualification as graduation and above, but are not engaged in any government, semi- government or private job.*

**Objectives of the study**

The following objectives were formulated for the present study:

1. To study the personality profiles of children of working and non-working mothers.
2. To study the emotional maturity of children of working and non-working mothers.
3. To study the parental acceptance/rejection of children of working and non-working mothers.
4. To study the personality profiles of children of working mothers in relation to their emotional maturity.
5. To study the personality profiles of children of non-working mothers in relation to their emotional maturity.
6. To study the personality profiles of children of working mothers in relation to their parental acceptance/rejection.
7. To study the personality profiles of children of non-working mothers in relation to their parental acceptance/rejection.
8. To study the emotional maturity of children of working mothers in relation to their parental acceptance/rejection.
9. To study the emotional maturity of children of non-working mothers in relation to their parental acceptance/rejection.

**Hypotheses of the study**

The following hypotheses were formulated for the present study:

1. Personality profiles of children of working and non-working mothers differ significantly.
2. There is significant difference in emotional maturity of children of working and non-working mothers.
3. There is significant difference in parental acceptance/rejection of children of working and non-working mothers.
4. There is significant relationship between personality profiles and emotional maturity of children of working mothers.
5. There is significant relationship between personality profiles and emotional maturity of children of non-working mothers.
6. There is significant relationship between personality profiles and parental acceptance/rejection of children of working mothers.
7. There is significant relationship between personality profiles and parental acceptance/rejection of children of non-working mothers.
8. There is significant relationship between emotional maturity and parental acceptance/rejection of children of working mothers.

9. There is significant relationship between emotional maturity and parental acceptance/rejection of children of non-working mothers.