



A Comparative Study of Social and Emotional Development of the Child Between Working and Non-Working Women-A Maan Witney U Test

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Abstract: The aim of the study was to conduct the comparative study of social and emotional development of the child between working and non-working women in Lucknow, Uttar Pradesh. The study used an exploratory as well as descriptive research design. The study used a web-based, structured Google form questionnaire to collect the primary data collection from the 200 working and 200 non-working women. The study used One-Sample Kolmogorov-Smirnov Test to test the normality of the data. The study also used Maan Witney U Test to compare the social and emotional development of the child between working and non-working women. The study's findings concluded that social development of the child was better in the case of working women in comparison to the non-working women whereas the emotional development of the child was better in the case of non-working women in comparison to the working women in Lucknow, Uttar Pradesh. The study used SPSS 23.0 software for statistical calculation and pictorial presentation.

Index Terms - Social development; Emotional development; child; Working and Non-working women; KS Test; Maan Witney U Test.

I. INTRODUCTION

The family serves as the first and most influential social environment for a child's overall development. Within this structure, the mother plays a central role in shaping the social and emotional foundation of her child. The early experiences and interactions that a child receives from the mother significantly influence their personality, behavior, and emotional stability in later life. In today's rapidly changing socio-economic environment, the role of women has undergone a remarkable transformation. The increasing participation of women in the workforce has not only contributed to economic growth but has also brought noticeable changes in family dynamics and child-rearing practices. This shift has led researchers and policymakers to explore the impact of maternal employment on the development of children, particularly in terms of their social and emotional growth. Social development refers to the process through which a child learns to interact effectively with others, understand societal norms, and develop interpersonal relationships. Emotional development, on the other hand, involves the ability to identify, express, and manage emotions appropriately, contributing to self-regulation and empathy. Both these dimensions are critical during early and middle childhood, as they form the basis of a child's personality and mental well-being. A nurturing environment, emotional security, and consistent parental involvement are essential factors that shape these developmental aspects.

The debate over whether maternal employment benefits or hinders child development has persisted for decades. Traditionally, non-working mothers were seen as primary caregivers who could dedicate more time to their children, thereby providing emotional security and attention. However, contemporary research indicates that working mothers can also contribute positively to their children's development by fostering independence, social competence, and adaptability. The key determinants lie not merely in the mother's employment status but in the quality of time spent with the child, the emotional bond shared, and the support system within the family. Children of working mothers are often exposed to diverse social environments such as daycare centers, preschools, and extended family systems. These interactions may enhance their social adaptability, communication skills, and problem-solving

abilities. Conversely, children of non-working mothers might benefit from consistent parental supervision, emotional warmth, and a stable home environment, which can strengthen their emotional security. However, over-dependence on constant maternal presence may also limit opportunities for social independence. Hence, the influence of maternal employment on a child's development remains a multifaceted issue, shaped by various socio-cultural and economic factors.

In the Indian context, the balance between traditional expectations and modern responsibilities poses unique challenges for mothers. The dual role of managing professional commitments and family responsibilities often affects the quantity and quality of maternal interaction with children. Understanding how this duality influences the social and emotional development of children is essential for developing supportive family and workplace policies. Therefore, this study aims to make a comparative analysis of the social and emotional development of children of working and non-working mothers. It seeks to understand whether maternal employment status has a significant impact on the social behavior, emotional stability, and interpersonal relationships of the child. The findings of this study will contribute valuable insights for parents, educators, and policymakers in fostering environments that support the holistic development of children irrespective of the mother's occupational status.

II. LITERATURE REVIEW

Previous studies were reviewed and organized using Mendeley Desktop and Mendeley Reference Manager. The references were formatted according to the American Psychological Association (APA) 7th edition guidelines. The findings and conclusions of earlier researchers were then presented in a chronological order as outlined below: Mother's work may hurt children's growth because mothers spend less time with their kids, which means there are fewer chances for contact and regular involvement. Working moms could hurt their kids' growth if the babysitting they get at a school or from someone else is not as good as the care they get from their mom and the extra money does not cover costs like food and safety. Work-related stress may make it harder to be a good parent. These things may make the child's connection to the mother less safe, which is important for their social and mental growth and later academic success. It's also possible that bigger kids will take on more housework and spend less time on homework and other tasks that help them grow. (Bue et al., 2023) In emerging countries like Indonesia, the most important issue is how to educate children. Why do so many students drop out of school in Indonesia? There are several reasons for this. One of them is parents who cannot pay their kids' school bills. Also, family income and the type of work people do are thought to have a big effect on how well children do in school. The goal of this study is to find out what happens to a child's schooling level when their mother works. The findings showed that the mother's job had a big, good impact on her children's education level. Mothers will also have more chances to work if they have a say in decisions that affect them. (Azizah et al., 2022) In the decades since modern welfare reform began in the 1980s, a lot of low-income parents have left welfare and gone to work. At the same time, the Earned Income Tax Credit has given low-income parents a financial reason to work. In contrast to some of the other two-generation processes we have talked about in this issue of Future of Children, policies in the United States that support low-income parents working are common and have been around for a long time. Carolyn Heinrich writes that parents' (and especially moms') work is not always good for their kids. In some ways, parents who work can be good examples for their kids, and the money they make can also make their kids' lives better in many ways. Parents and young children cannot always form close bonds because of work, especially if both parents work long hours or night and evening shifts. The worry that parents bring home from work can make it harder for them to be good parents, make the home setting bad, and add stress to their kids' lives. (Heinrich, 2021) Parents who worked more after giving birth tend to have less behavior problems with their kids, on average. But these links became much weaker after we considered factors that stayed the same over time and those that changed over time. This raises some questions about the idea put forward by earlier study that factors like family structure, maternal health, or access to money can partially explain the link between mothers' jobs and their kids' behavior issues. (Jacob & Kùhhirt, 2021) When a kid is young, they need their mother's care and attention the most. But these days, women often work outside the home with men because it is more financially viable to do so. Even though it has many benefits, it can sometimes be bad for kids' health. Mothers should be more careful when their babies are babies because this is when they suffer the most. The child should not be a stress or a burden. They should not rely on babysitters or maids all the time. Instead, they should do simple things like bathing, eating, helping with motor development activities, and so on. While you are talking to them, you should keep them away from electronics like computers, TVs, and cell phones. It is not appropriate for the parents to talk about their jobs in front of their kids. After giving birth, the mother should take maternity leave for one year. (Bishnoi et al., 2020) Children's mental health can be harmed, they may develop a bad attitude, and their social, psychological, and emotional growth can be slowed down or stopped. Children may also become more violent. But a working mother can be a good mother while working outside the home if she knows how to parent and run her business well. This skill includes feeling like you've accomplished something and being happy with it, being able to deal with work-related stress, and being able to care for and love children. (Gupta, 2016).

2.1 Conceptual Research Model

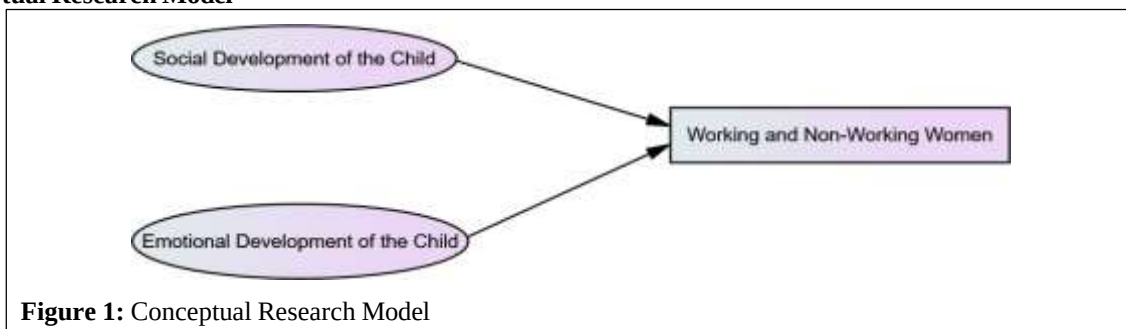


Figure 1: Conceptual Research Model

Source: AMOS 23.0

According to the conceptual research model depicted in figure 1, social development and emotional development were the test variables and working and non-working women is the grouping variable.

2.2 Objectives

The objectives of this study are as follows:

- To compare the social development of the child between working and non-working women.
- To compare the emotional development of the child between working and non-working women.

2.3 Hypotheses

The null and alternative hypotheses of this study are as follows:

- H_{01} : There is no significant difference of the social development of the child between working and non-working women.
- H_{11} : There is a significant difference of the social development of the child between working and non-working women.
- H_{02} : There is no significant difference of the emotional development of the child between working and non-working women.
- H_{12} : There is a significant difference of the emotional development of the child between working and non-working women.

III. METHODOLOGIES

The study used an exploratory as well as descriptive research design. The study used One-Sample Kolmogorov-Smirnov Test to test the normality of the data. The study also used Maan Witney U Test to compare the social and emotional development of the child between working and non-working women. The study used a web-based, structured Google form questionnaire to collect the primary data collection from the 200 working and 200 non-working women. The study measured demographic variables in a nominal scale, also referred to as grouping variables. The Women type – working and non-working variable is the grouping variable. Social and emotional development constructs are measured using a 5-point Likert scale stating as 1 code is strongly agreed, 5 code is strongly disagree and 3 code is neither agree nor disagree. The study used non-probability snowball sampling to collect the primary data from the working and non-working women from Lucknow, Uttar Pradesh, India.

IV. RESULTS AND DISCUSSION

The study findings and results are discussed in two sections as 4.1 Comparative Study of Social Development of Child Between Working and Non-Working Women and 4.2 Comparative Study of Emotional Development of Child Between Working and Non-Working Women. The SPSS output are as follows:

4.1 Comparative Study of Social Development of Child Between Working and Non-Working Women

Before comparing social development of child between working and non-working women, the normality of the social development data was checked using One-Sample Kolmogorov-Smirnov Test.

4.1.1 Normality Test- Social Development of Child

Table 1: One-Sample Kolmogorov-Smirnov Test- Social Development of Child

		Social Development of Child
N		400
Normal Parameters	Mean	2.99
	Std. Deviation	1.477
Most Extreme Differences	Absolute	.249
	Positive	.249
	Negative	-.243
Test Statistic		.249
Asymp. Sig. (2-tailed)		.000

Source: SPSS 23.0

According to the One-Sample Kolmogorov-Smirnov Test- Social Development of Child table 1, the sig. value ($p = 0.000$) is less than 0.05, hence a non-parametric Mann-Whitney Test can be used to compare the social development of child between working and non-working women.

4.1.2 Mann-Whitney Test- Social Development of Child

Table 2: Test Statistics^a- Social Development of Child

Social Development of Child	
Mann-Whitney U	283.500
Wilcoxon W	20383.500
Z	-17.666
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Women Type	

Source: SPSS 23.0

According to the Mann-Whitney Test Statistics- Social Development of Child table 2, the sig. value ($p = 0.000$) is less than 0.05, hence it is safe to reject the first null hypothesis (H_0 : There is no significant difference of the social development of the child between working and non-working women), therefore it can be concluded that there was a significant difference of the social development of the child between working and non-working women.

Table 3: Ranks- Social Development of Child

	Women Type	N	Mean Rank	Sum of Ranks
Social Development of Child	Working Women	200	299.08	59816.50
	Non-Working Women	200	101.92	20383.50
	Total	400		

Source: SPSS 23.0

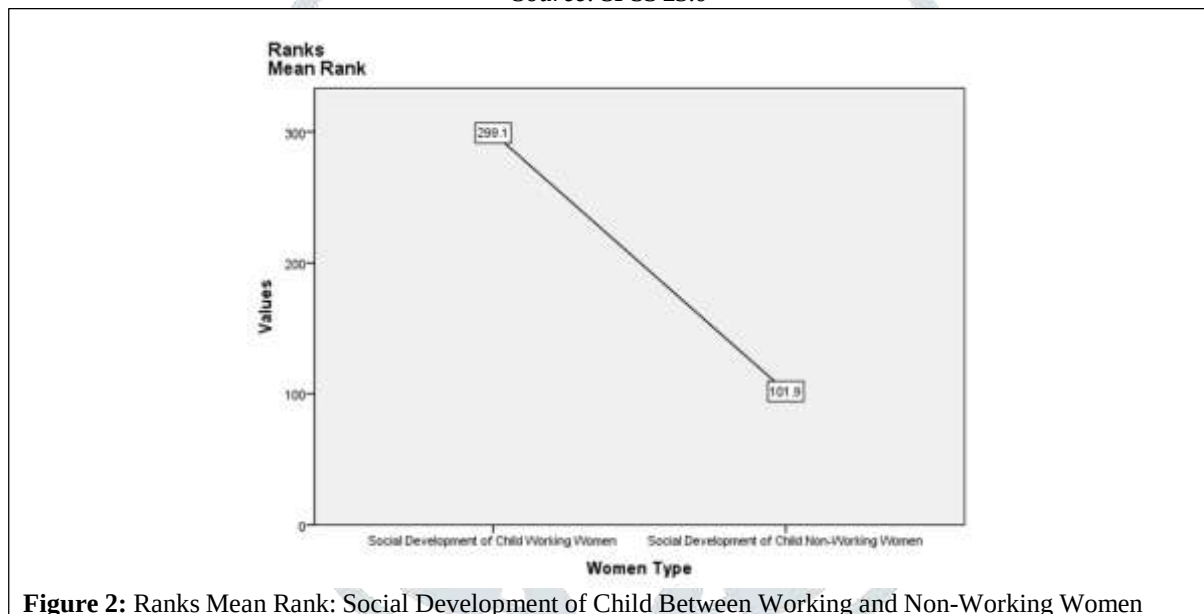


Figure 2: Ranks Mean Rank: Social Development of Child Between Working and Non-Working Women

Source: SPSS 23.0

According to the Ranks- Social Development of Child table 3 and Ranks Mean Rank line chart 2, it is clear that mean rank of social development of child is 299.08 for working women whereas mean rank of social development of child is 101.92 for non-working women, therefore it can be concluded that social development of the child was better in the case of working women in comparison to the non-working women in Lucknow, Uttar Pradesh, India.

4.2 Comparative Study of Emotional Development of Child Between Working and Non-Working Women

Before comparing emotional development of child between working and non-working women, the normality of the emotional development data was checked using One-Sample Kolmogorov-Smirnov Test.

4.2.1 Normality Test- Emotional Development of Child

Table 4: One-Sample Kolmogorov-Smirnov Test- Emotional Development of Child

Emotional Development of Child	
N	
400	
Normal Parameters	Mean
	3.30
	Std. Deviation
	1.381
Most Extreme Differences	Absolute
	.188
	Positive
	.188
	Negative
	-.175
Test Statistic	
.188	

Asymp. Sig. (2-tailed)	.000
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Source: SPSS 23.0

According to the One-Sample Kolmogorov-Smirnov Test- Emotional Development of Child table 4, the sig. value ($p = 0.000$) is less than 0.05, hence a non-parametric Mann-Whitney Test can be used to compare the emotional development of child between working and non-working women.

4.2.2 Mann-Whitney Test- Emotional Development of Child

Table 5: Test Statistics^a- Emotional Development of Child

	Emotional Development of Child
Mann-Whitney U	709.000
Wilcoxon W	20809.000
Z	-17.142
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Women Type	

Source: SPSS 23.0

According to the Mann-Whitney Test Statistics - Emotional Development of Child table 5, the sig. value ($p = 0.000$) is less than 0.05, hence it is safe to reject the second null hypothesis (H_{02} : There is no significant difference of the emotional development of the child between working and non-working women), therefore it can be concluded that there was a significant difference of the emotional development of the child between working and non-working women.

Table 6: Ranks- Emotional Development of Child

	Women Type	N	Mean Rank	Sum of Ranks
Emotional Development of Child	Working Women	200	104.05	20809.00
	Non-Working Women	200	296.96	59391.00
	Total	400		

Source: SPSS 23.0

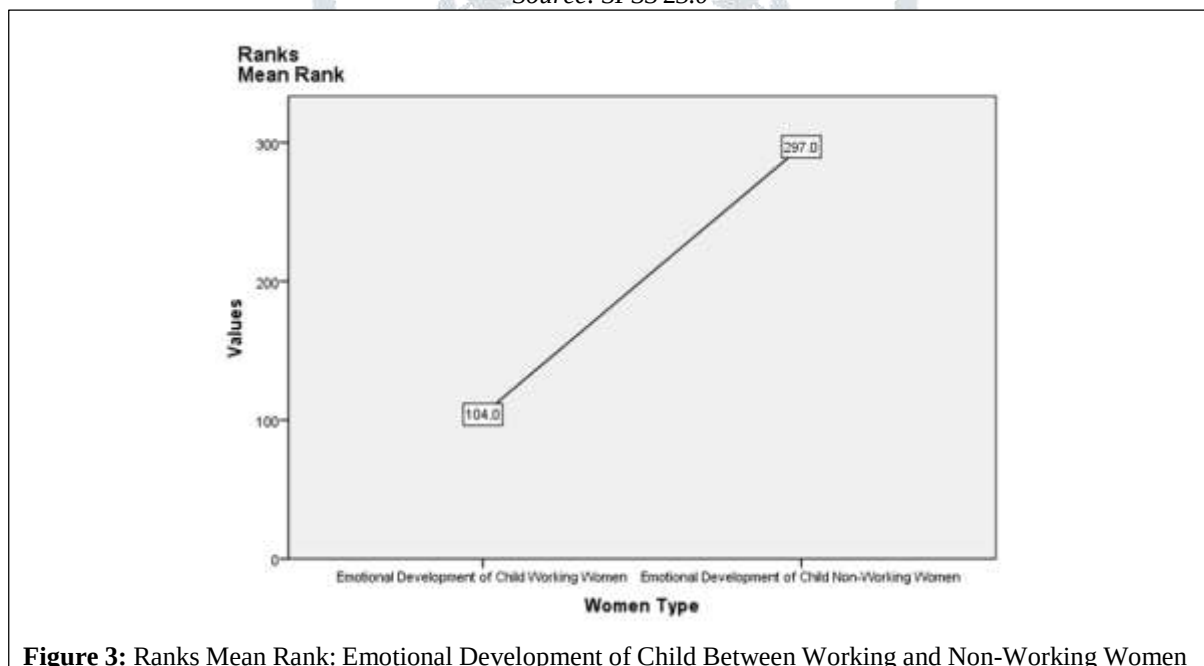


Figure 3: Ranks Mean Rank: Emotional Development of Child Between Working and Non-Working Women

Source: SPSS 23.0

According to the Ranks- Emotional Development of Child table 6 and Ranks Mean Rank line chart 3, it is clear that mean rank of emotional development of child is 104.05 for working women whereas mean rank of emotional development of child is 296.96 for non-working women, therefore it can be concluded that emotional development of the child was better in the case of non-working women in comparison to the working women in Lucknow, Uttar Pradesh, India.

V. CONCLUSIONS

It was finally concluded that social development of the child was better in the case of working women in comparison to the non-working women whereas the emotional development of the child was better in the case of non-working women in comparison to the working women in Lucknow, Uttar Pradesh. (Bue et al., 2023) also given the similar findings.

VI. ACKNOWLEDGMENT

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VII. AUTHOR CONTRIBUTIONS

Idea and literature were first drafted by RS. Data were also collected by AV. Analysis was performed by AV, while RS helped in overview.

VIII. STATEMENTS AND DECLARATIONS

The authors have disclosed no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

IX. ETHICAL CONSIDERATIONS

The questionnaire included a 'Consent Form to Data Confidentiality', requiring respondents to sign a confidentiality agreement to keep their data confidential for the research work only. The study methods were conducted in accordance with the university's approved guidelines.

X. CONSENT TO PARTICIPATE

The working and non-working women provided their written informed consent to participate in this study.

XI. FUNDING STATEMENT

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