



RESEARCH PAPER

Moral Development of the Children of Working and Non-Working Mothers: A Comparative Study

¹Dr. Muhammad Arshad Javed* ²Rehana Batool ³Annam Zahra

1. Associate Professor, Department of Education, University of Education Lahore, DG Khan Campus, Punjab, Pakistan
2. M. Phil Scholar, Department of Education, University of Education Lahore, DG Khan Campus, Punjab, Pakistan
3. M. Phil Scholar, Department of Education, University of Education Lahore, DG Khan Campus, Punjab, Pakistan

***Corresponding Author:** arshad.javaaid@ue.edu.pk

ABSTRACT

The main objective of this study was to compare the level of moral development of the children of working and non-working mothers. There were 501 grade 7th students studying in 30 Government girls elementary schools situated in tehsil Dera Ghazi Khan. 224 students were selected as a sample of this study through cluster random sampling technique. A moral development scale (MDS) was developed in order to determine the level of moral development in the children of working and non-working mothers. It was concluded that the level of moral development in the children of working mothers was found just satisfactory as compared to the level of moral development in the children of non-working mothers which was found better. The study recommended that mothers, especially working mothers should focus on the moral development of their children.

KEYWORDS Children, Moral Development, Mothers, Working and Non-Working

Introduction

The most crucial factor in a child's development and grooming is their parents, especially their mothers. Mother helps the children complete their education and excel in their extracurricular and curricular activities. Mother inspires a feeling of routine in her child and educates them on the value of consistency. She taught their children to keep their life organized. She supports their children' learning both inside and outside of the school (Magnuson, 2009).

Mothers are the key members of every family. She is the one who makes daily decisions, mentors the children as they mature, and enables them with the wisdom and confidence to face life's challenges. She has a duty to ensure the well-being and nourishment of each of her children. She must raise children in a way that will allow them to progress in life as desired. Early on, before they start school, this is especially true. Her responsibility is to treat her children with love and respect. She possesses the skills and abilities that the Almighty has given her, enabling her to give the next generations a tune of life. During the first few months of infant, which are described to as the "symbiotic period, the need for the mother is essential." (Honig, 2002)

By teaching them to be punctual and regular, mothers' help their children gain knowledge and keep their lives organized. Mothers are aware of all her children's needs, including their behavioral, social, and educational requirements. In this way, mothers can help their children with behavioral, social, and educational issues and assist them to do better in school and other social activities. Mothers are thought of being innovators who help their children succeed academically and who may encourage inventive thinking. On an emotional level, she feels a connection to their children. It's crucial that mothers take an active role in their children' education. The moral, social, and academic development of

children heavily depends on the mothers. The engagement of parents in their children's schooling and their academic success were also linked. (Fan & Chen, 2001)

Spending quality time with the child is essential, according to both groups, whether the mother works full- or part-time. The quality of the interactions between the mother and child matters more than how much time they spend together. Spending quality time together is crucial to fostering the mother-child bond. (Bowlby, 2004)

In most societies around the world, mothers are met with resistance when they join the workplace (Newman & Nelson, 2021). Women's need to stay at home to care for the children is the ultimate reason. The natural tendency and feelings a mother has for a child make her position as a mother crucial. The mother is relied upon by the family to offer the children the time and socialization they require, which has a long-lasting impact on the child's behavioral development and cognitive health (Schochet, 2019).

It is often believed that working mothers are unable to give their children full-time care. Working mothers must execute their duties and spend most of their time as personnel of any organization or company in addition to taking care of their daily necessities. These mothers are expected to do two major roles: one is that of mother as a housewife and the other is that of an employee. This dual status of career mother diverts their focus away from the children, which may influence their moral development and school absence rates. (Sharma, 2013)

Although morality has been defined in a variety of ways, most people are in agreement that it refers to the ability to distinguish between right and wrong and to act in accordance with this distinction. Moral development is one of the most critical elements in a child's capacity to refrain from crime and behave morally (Bosilki H, 2017). People today need to be more aware of ethical beliefs than ever before because traditional moral systems have become less effective because of socio-political changes. Praise for others is one of the effects of moral development. Through antisocial and suicidal acts, children who lack moral development are exposed to anxiety and sadness (Jafari A, 2015).

Mothers who work or have careers spend more time at work than at home, which has the effect of depriving their children of moral instruction and motherly direction. Today's parents, and mothers in particular, are aware of the importance of raising children well yet lack the time and chances to do so. Mothers must properly take care of their children and wards by instilling in them the values, ethics, and good moral behaviors that a child needs to imbibe in order to mature into a socially acceptable adolescent. This includes teaching them to respect and value the communities' established cultures and traditions.

Children of working mothers and children who have stay-at-home mothers may benefit from this study to foster moral development. Mothers serve as their children's primary role models because when mother act morally in all aspects of their lives, their children will do the same. As a result, the children will develop strong moral principles and excellent manners as well as follow their mothers' example. A peaceful and perfect society is possible when children's moral development is improved. After enhancing the moral development of children, the nation may advance and prosper. Additionally, the management of the school might priorities enhancing students' moral development.

Hypothesis

Ho1: No significant difference exists between the moral development of the children of working and non-working mothers.

Material and Methods

The population of the study was comprised on the children of working and non-working mothers studying in the government girls' elementary schools in tehsil Dera Ghazi Khan. According to list provided by Deputy DEO (W-EE) office Dera Ghazi Khan there were total 30 government girls' elementary schools with 501 students of grade 7th in tehsil Dera Ghazi Khan. The cluster random sampling technique was adopted in order to draw the sample from the population. 8 schools were selected randomly as a sample from total of 30 schools. There were 224 students in these 8 selected schools. Out of 224 students, 60 students were from working mothers' background and 164 students were from non-working mothers background.

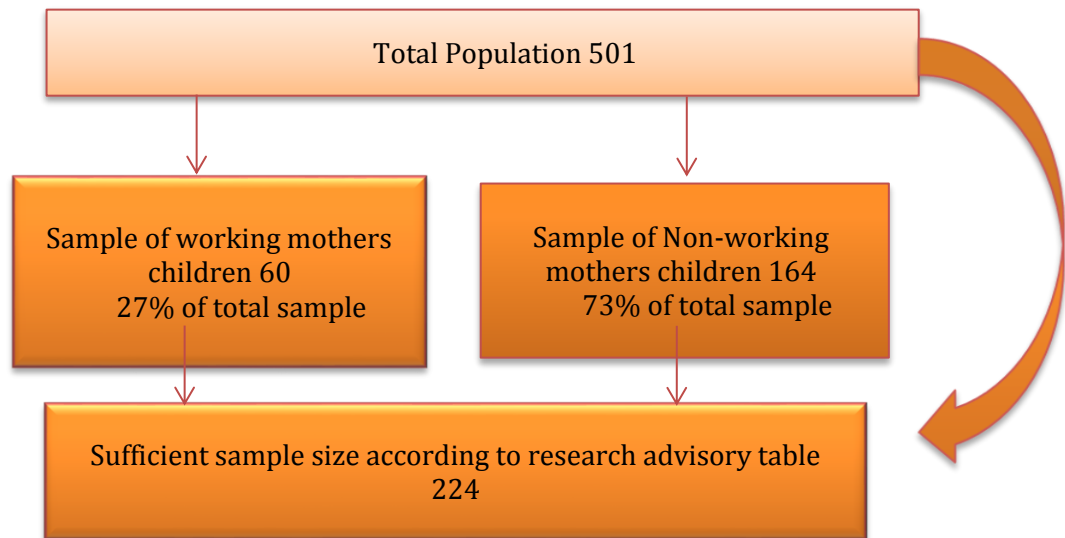


Table 1
Level of Moral Development Scale (MDS)

Satisfactory Point	Level
1-1.99	Poorest
2-2.49	Poorer
2.50-2.99	Poor
3-3.49	Satisfactory
3.50-3.99	Good
4-4.49	Better
4.50-5	Best

Table 2
Analysis of the Questionnaire (MDS)

Sr.#	Statements	Children of working mothers mean	Children of Non-working mothers mean
1	I stay to be honest with my classmates.	4.15	4.37
2	I am trustworthy with others.	3.85	4.44
3	When the teachers direct some work to me, I am committed to do that first.	3.55	4.26
4	I can clearly distinguish between right and wrong.	2.86	4.44
5	I show kindness for younger and respect for elders.	3.42	3.71
6	I behave nicely with the other students in the classroom.	3.7	4.15
7	I feel pleased after helping my classmates in schoolwork.	2.85	4.49
8	I pay due respect to the students from minorities.	3.45	4.21
9	I follow the teacher's instructions at once.	3.56	4.60
10	I get pleasure from the cluster activities in the school.	3.3	3.90

11	I feel ashamed when I do something wrong.	3.7	4.55
12	I feel pleasure while telling truth.	3.3	4.5
13	I speak with respect to the teacher who is not my class teacher.	3.43	4.64
14	I feel afraid to do evil practices in the school area.	3.45	3.72
15	I feel pleasure when I reconciled between two quarreling classmates.	3.20	4.05
16	I feel glad when I become punctual.	3.28	4.39
17	I feel guilty when I tease the teacher.	4.01	3.82
18	I compromise with the other classmates in any matter.	2.86	3.76
19	I feel happy in service to school and teacher.	3.67	4.66
20	I show patience and tolerance when someone tease me.	3.3	4.26
21	I give up my personal right with a desire to serve others.	3.12	4.5
22	I have the spirit to forgive each other.	2.86	4.59
23	I have the spirit to share my things with each other's.	3.56	4.39
24	I accept my mistakes easily.	3.15	4.60
25	I show positive response when the teacher buck up to me.	3.14	4.70
26	I listen when other students give feedback.	3.15	4.06
27	I feel happy in hardworking.	3.00	4.65
28	I listen silently when other students speaks.	3.43	4.32
29	I wait quietly for my turn if one of us is drinking water first.	3.45	4.66
30	I make a line when I go from one place to another in school.	3.56	4.65
31	I encourage the failure students.	3.83	4.15
32	My parents speak the truth when they are at home.	2.85	3.16
33	My teachers teach ethics at least one hour daily.	2.60	3.10
34	I think my teachers are responsible for the teaching of the importance of truth, dedication and right behavior.	2.76	3.25
35	In school minor content on moral education is delivered to students.	2.30	2.75
Combine Mean		3.32	4.18

The Mean Combine value on the moral development scale (MDS) by the children of working mothers was calculated 3.32, showing satisfactory level of moral development while the Mean Combine Value of the children of non-working mothers on this scale was 4.18, showing the better level of moral development.

Table 3
Questionnaire wise analysis of Mean Score

Sr.#	Maximum mean score	175.00
1	Children of non-working mothers mean score	137.53
2	Children of working mothers mean score	111.58

Table 4
Testing Null Hypothesis

	Children of non-working mothers	Children of working mothers
Mean	137.53	111.58
Std	8.49	8.70
Sample	164	60
Z-test	24.02	

This null hypothesis was rejected showing that a significance difference exists between the moral development of the children of working and non-working mothers.

Conclusion

It was determined that the moral development of the children of non-working mothers was better (mean=4.18) as compared to the moral development of the children of working mothers, which was found to be satisfactory with mean score 3.32. It was come to an end that children of working mothers did not receive the proper moral education at home as well as in schools or any other place as compared to compared to the children of non-

working mothers, which was why they did not exhibit moral qualities outside of the home or at school.

The moral development was compared between the children of working and non-working mothers by Z-test statistics. The calculated value of Z-test was found ($Z=24.02$) greater than table value (1.96) at 0.05 level of confidence. Thus, the null hypothesis, "No significant difference exists between the moral development of the children of working and non-working mothers" was rejected. Therefore, it was concluded that a significance difference exists between the moral development of the children of working and non-working mothers.

The results of this study were in line with the outcomes of the research conducted by Soumita Ranjan in 2013 on the study "Impact of Mothers' Working Position on the Behavioral Issues of Primary School Children" examines how mothers' employment status affects the behavioral issues that primary school children face. The results indicated that the children of working mothers show more behavioral problems as compared to the non-working mothers.

The conclusion of this study was in line with the results of the research conducted by Dr. Abdul Sattar Almani's in 2012 on, "Study of the effects of working mothers on the development of children in Pakistan" which focused on children of both working and non-working mothers and found a significant difference between the two groups, as well as a declining level of attachment between employed mothers and their offspring.

The results of this study were not in line with the results of the research conducted by Bina Adhikari & Bishwas Adhikari in 2014 on "Effect of mothers' employment status on prevalence of risk behavior among adolescent students" examined the relationship between mothers' employment status and the prevalence of risk behavior between adolescent students in Nepal's Lalitpur district. They also came to the conclusion that there are other factors at play in adolescent risky behavior and unhealthy practices, in addition to maternal work position.

The outcomes of this study were in line with the research conducted by Dr. Harasankar Adhikari's (2012) on the multiple roles that women perform at home and at work, "Anxiety and depression: Comparative study among the children of working and non-working mothers". Children of working mothers have been found to feel anxiety and despair more frequently because they are unable to spend enough time with them.

The study's outcomes were also in line with those of a study conducted in 2008 by Qidwai titled "Impact of working status on their lives: A survey of working women at a teaching hospital in Karachi, Pakistan." This study sought to determine how working status affected the lives of mothers who worked outside the home, and the conclusions showed that working mothers had more difficulty fulfilling their domestic duties than non-working mothers.

Recommendations

1. Moral education should be focused and included in the curricula at Elementary level by the Government.
2. Mothers should give importance the actions concerning to the ethical change in their children for example, saying them to talk with truth, adopt morality, help and facilitate poor persons, respect for the elders and should obedient to their teachers, relatives, parents and elders.

3. Parents should sacrifice proper time for the moral development of their children.
4. Working mothers should focus more on the moral development of their children as compare to the non-working mothers.
5. Mothers should demonstrate moralities when they are at home because the offspring takes effect from their mothers.

References

- Adhikari, B., Adhikari, B. (2014). Effect of mothers' employment status on prevalence of risk behavior among adolescent students in Lalitpur Nepal. *International Journal of Research and Health Sciences*, 2(3), 724-8
- Adhikari, H. (2012). Anxiety and Depression: Comparative Study between Working and Non- Working Mothers. *Global Journal of Human Social Science*, 12 (12), 1-8.
- Almani, A. S., Abro, A., & Mugheri, R. A. (2012). Study of the Effects of Working Mothers on the Development of Children in Pakistan. *International Journal of Humanities and Social Science*, 2(11), 164-171.
- Bosilki, H. (2017). Factors of children's moral development in the family (Persian). *Revelation Ethics*, 7(2), 57-81. [DOI: 20.1001.1.23 833025.1396.7.2.4.1].
- Bowlby, (2004). Teorie dello Sviluppo *Psicologico* 20, 71-74.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13(1), 1-22.
- Graeff-Martins, A. S., Oswald, S., Comassetto, J. O., Kieling, C., Goncalves, R. R., & Rohde, A. (2006). A package of interventions to reduce school dropout in public schools in a developing country. *European Child and Adolescent Psychiatry*, 15(8), 442-449.
- Honig. (2002). Choosing childcare for young children. *Handbook of parenting*, 5, 375-405.
- Jafari, A., Rahmani, H., Amirimajd, M., (2015). The prediction of moral judgment in talent and non-talent female students of elementary schools based on individual-family values and self- concept (Persian). *Research in Cognitive and Behavioral Sciences*. 6(2), 65-80. [DOI:10.22108/CBS.2016.20995].
- Magnuson, K. A., Meyers, M. K., Ruhm, C. J., & Waldfogel, J. (2004). Inequality in preschool education and school readiness. *American Educational Research Journal*, 41(1), 115157.<http://dx.doi.org/10.3102/00028312041001115>.
- Newman, H., & Nelson, K. A. (2021). Mother needs a bigger "helper": A critique of "wine mom" discourse as conformity to hegemonic intensive motherhood. *Sociology Compass*, 15(4), e12868. <https://doi.org/10.1111/soc4.12868>
- Qidwai, W. (2008) Impact of Working Status on their lives: A Survey of Working Women at a teaching Hospital in Karachi, Pakistan. *Pakistan Journal of Medical Sciences*, 24(4), 506-511
- Ranjan, S. (2013) Effect of Mother's Working Status on Behavioral Problems of Primary School Children. *An International Journal of Education*, 3(2), 36-41.
- Schochet, L. (2019). *The Child Care Crisis Is Keeping Women Out of the Workforce*. Washington, DC: Center for American Progress
- Sharma, P. & Gagan, P. (2013). A comparative study of self-concept of adolescent children of employed mothers and homemakers. *Asian Resonance*, II, (III), 256-259