



SELF-CONCEPT AMONG YOUNG ADULTS OF WORKING MOTHERS AND NON- WORKING MOTHERS

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Abstract: This study has been undertaken to investigate the need to assess the role of mothers as primary caregiver becomes important to study as it suggests various dimensions of growth and development of young adults. Self is continuously growing both negatively and positively. Young adults are important population to study as their self is now more exposed to find more meaning to life in terms of value formation, forming healthy relations, a balanced self internally and externally. Self-concept is what beliefs, values, a person forms for himself over the period. It is influenced by parents, environment, social environment majority in growing years of the child. Looking specifically for this paper, employed mothers versus non-employed mothers is used as a parameter to assess the self-concept of young adults. Total sample of 100 Young Adults are used to study, age group 18-25 years. Self-Concept scale developed by K.P. Nimbalkar, comprises of 40 items assessing various dimensions of self-concept. Statistics measures of mean, standard deviation and t-test is used to analyze the data. The findings suggest that there is a significant difference on the level of the self-concept of young adults of working mothers and non-working mothers ($t=0.048$, $p<0.05$). The self-concept of young adults of working mothers are more than the self-concept of young adults of non-working mothers.

Index Terms – Self-Concept, Working Mothers, Non-Working Mothers

I. INTRODUCTION

Self-Concept is formed in a child right from the start a child is born in the family. The way parents interact with children and the quality of time they spend decides how and what kind of beliefs, values, trait children possess and it gets transferred to their life personally, professionally, and with others in environment. (Hedwig Sally, 2000). The way they exchange their personality traits with others is trivial as it comprises of their self, environment, and others and it shape their both positive or negative experiences emotionally. These beliefs, experiences get accumulated in form of self-schemas which become an understanding for self and others. These self-concept schemas are first developed via, how the child is raised in the family. Specifically, the role of the mother determines various psychological construct in the child (Verschueren, Doumen, et al., 2012) The first understanding of the self for the child comes from the mother, how a child's mother views him, reciprocates to him, make him feel, how she helps him to understand the world both child's internal and external world (Donald, 1965). This adds one more parallel issue when mother is employed. It decides further experiences for the child in forming self and so self-concept. Self-concept is what we understand about ourselves, and on that understanding we perceive things.

“This is defined as “the organized, consistent set of perceptions and beliefs about oneself” (Rogers, 1951). A child passes through stages of development in all the major areas i.e., physically, socially, emotionally, morally. This development gets affected by how much nurturing and supportive environment child is supported with, and that is how this development for the child takes its course. For a child, especially the role of mother is unique, important, and very sensitive. It forms the first emotional experiences, in the form of care, love, security, attachment, trust both on oneself and others. This would turn become the accelerating force to the child understanding of oneself and others constantly. New behaviours are set on the past-experiences and continuous shaping of self happens. Any adult especially young adults, as they now independent and looking for their identity, more exposure to world challenge their self-concept and it becomes important to study their orientation towards their self and others as it decides their life well-being (Mishra and Khatun 2015). Any behavioural problems, life adjustment issues, emotional issues, stress, disorders are increasing day by day and its more seen in adolescents to young adults.

II. REVIEW OF LITERATURE

Khan, M. A., & Hassan, A. (2012). studied the emotional intelligence of children of working and nonworking mothers, wherein the sample comprised of 100 children (50 children of working mothers and 50 children of non-working mothers) selected with random sampling from the Govt. high and higher secondary schools of the zone Shopian. The tool of Emotional intelligence scale by Hyde et al was used for the collection of data. Statistical analysis 't' test was used for the analysis of the data. Bar diagrams and line graphs were also drawn for pictorial comparison. The results of the study revealed that children of non-working mothers are more emotionally intelligent than children of working mothers. Further, children of working and non-working mothers showed significant difference in other parameters like self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, and altruistic behaviour. Other results showed, no significant difference was found in value orientation and commitment between the children of working and non-working mothers.

Roy, S., & Banerjee, U. (2016). studied to investigate the academic career development stress, parent child relationship and self-esteem among female school students. Female samples of 45 students having working mothers and 45 students having nonworking mothers, aged between 14 to 16 years were taken for the study. The tools that were used to study the population were Academic career development stress scale, parent child relationship scale and Rosenberg self-esteem scale. Results revealed significant difference between female students having working and non-working mothers in the domains pleasure, time management, academic competitiveness, and support of academic career stress; secondly on protecting, demanding, symbolic reward and loving domain of parent child relationship scale and thirdly on the self-esteem scale i.e., mean score of female students having working mothers were significantly higher than students having non-working mothers. On the other hand, female students having non-working mothers were found to be significantly higher on the domains symbolic and object punishment of parent child relationship scale. No significant differences were found with respect to the domains like difficulty level, course variation, punishment, academic achievement, expectancy from others and test anxiety of academic career stress scale and on the domain's rejection on parent child relationship scale.

Syed, A., & Khan, M. A. (2017) carried out the study to find out adjustment pattern among the children of working and non-working mothers. The total number of samples comprised of 800 children belong to the two groups that of working mothers and non-working mothers, where, N=400 of each group. Samples are selected through random sampling, from elementary schools of Budgam and Srinagar district. The tools used were the Bell Adjustment Inventory, translated version in Urdu by Qadri (1964) was used for the collection of data. Statistical analysis t-test was used for the analysis and interpretation of data. Bar diagram and line graph were drawn. The results revealed that there is a significant difference between children of working and non-working mothers on composite score of adjustment.

Paulus, M., Licata, M., et al., (2018) examined the relations between different dimensions of mother-child interaction quality and children's multifaceted construct self-concept. The sample of 150 participants were taken to study. Mother's emotional availability was examined when children were 7 months and 4 years old. Children's social, academic self-concept & general self-worth were assessed at 8 years. Furthermore, they assessed children's and mother's cognitive functioning. Children's academic self-concept was assessed by their cognitive functioning, whereas children's social self-concept was exclusively assessed by their mothers' early sensitivity and non-hostility. Children's overall self-worth was related to their mother's increasing sensitivity and structuring.

Rani, R., & Singh, B. (2022) studied the effect of maternal employment on self-concept of adolescents. For the purpose of the study, total number of 100 adolescents (50 adolescents of working mothers & 50 adolescents of non-working mothers) of age range 16-18 years were taken to study. Self-concept questionnaire by Saraswat is used to calculate self-concept of young adults. The questionnaire covers total six dimensions of self-concept. The results of the study showed that on all dimensions of the self-concept and on the total score of self-concept, the mean scores of non-working mothers adolescents were higher than the mean score of adolescents of working mothers. However, the difference between the two groups on some dimensions of self-concept that is social, temperamental, and moral was found to be statistically not significant.

III. RESEARCH METHODOLOGY

It is quantitative study, and total of 100 samples wherein 50 samples of young adults of working mothers and 50 samples of young adults of non-working mothers is used with purposive sampling method. The objective is to find if there will be significant difference on the level of Self-concept among young adults of working mothers and non-working mothers.

3.1 Objective

To find if there will be significant difference on the level of Self-concept among young adults of working mothers and non-working mothers

3.2 Population and Sample

It is quantitative study, and total of 100 samples wherein 50 samples of young adults of working mothers and 50 samples of young adults of non-working mothers is used with purposive sampling method.

3.3 Tool Used

The tools that are used to measure self-concept is self-concept questionnaire developed by K.P. Nimbalkar. It comprises of 40 items assessing various dimensions of self-concept. There are four areas, physical concept, temperament self-concept, emotional self-concept, social self-concept.

3.4 Statistical Analysis

For data analysis, statistics measures of mean, standard deviation and t-test is used to analyze the data.

IV. RESULTS AND DISCUSSION

Table: t-test of Self-Concept of Young Adults Of Working Mothers & Non-Working Mothers.

Variable	Group	N	Mean	SD	t-value	P
Self-Concept of Young Adults	Working Mothers	50	165.42	12.635	2.058	Sig*
	Non-Working Mothers	50	160.42	12.037		

Significant at 0.05

From the findings of the research paper, it indicates that, t-value($t=2.058$) is significant at 0.05 level, so there is a significant difference between the self-concept of young adults of working mothers and non-working mothers. Previous researches supported the result, Juyal, S. L., & Sharma, N. (2015) carried out the study to examine the effect of their parenting of employed and unemployed mothers on the self-concept of their adolescents. 50 adolescent's girls and 50 adolescent's boys are selected from the schools of Dehradun, Haridwar, Roorkee are selected as samples for the study. Tool of Parent child relationship scale is used to measure the self-concept of parents and adolescents. Results indicated that, there is significant difference in parenting of unemployed mothers and employed mothers. Employed mother's adolescents parenting, showed high self-concept on social, temperamental, and on total self-concept score. Boys of the same group, showed high self-concept on social and temperamental self-concept. Girls showed high self-concept on social self-concept. Similarly, other research supports the other viewpoint wherein, self-concept of young adults of non-working mothers has higher self-concept.

In conclusion, it cannot be perfectly said that working mother's young adults has higher self-concept than young adults of non-working mothers. There are mixed results in support of both the groups. Depending on the specific research considering these two groups as comparison groups which studied specific population sample as part of the study, the results are varied in all the researches conducted so far.

The future recommendation of this study is to study more varied samples from various locations, various age-groups is needed to study to understand the difference. Also, to carry out the qualitative study along with quantitative study to see the actual differences and similarities in the results.

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