



Impact of Mother Employment on Children Socialization in District Mardan

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Abstract

This study explores the impact of maternal employment on child socialization in Mardan, Pakistan. Through purposive sampling, fourteen working mothers were interviewed, and thematic analysis revealed eleven key themes. The findings suggest that maternal employment reduces the quality of time spent with children, affecting communication, emotional closeness, and the development of independence and responsibility. Concerns were also noted about increased aggression, insecurity, and academic performance in children. The study emphasizes the need for family and employer support to help working mothers balance their responsibilities and highlights the broader societal benefits of women's workforce participation.

Keywords: maternal employment, child socialization, working mothers, Pakistan

Chapter 1: Introduction:

1.1 Background: This study explores how maternal employment impacts children's socialization in Mardan district, Pakistan, which has a population of 2.37 million and a 53% literacy rate. It examines how working mothers influence children's communication skills, emotional regulation, interpersonal abilities, and academic performance (Almani, 2012; 2021; Simon Odey Ering, 2014).

Socialization is crucial for children to learn societal norms. In Pakistan, where women juggle roles as mothers and workers, concerns exist about potential negative impacts on child development. Research offers mixed results: some studies suggest minimal effects, while others highlight both positive and negative aspects (Jain, 2010; Salahuddin, 2021).

1.2 Problem Statement: The study aims to understand how maternal employment affects children's social development and provide insights for supporting working mothers.

1.3 Purpose: To assess the impact of maternal employment on children's socialization and evaluate support systems for working mothers in Pakistan, guiding parental decisions and policy improvements (Gregg, 2003; Christiane Horwood, 2012).

1.4 Significance: The research will clarify the effects of maternal employment on children's social skills, help parents make informed choices, and advocate for better support and policies for working mothers, addressing misconceptions and ensuring children's well-being (Jain, 2010; Salahuddin, 2021).

1.5 Objectives:

- 1) Investigate the impact of maternal employment on children's social skills.
- 2) Examine how maternal employment affects mother-child relationships.
- 3) Assess the effect of maternal employment on children's academic performance.

Chapter 2: Literature Review:

2.1 Introduction: A literature review synthesizes, analyzes, and evaluates published research, providing scholars with the latest information on a topic and highlighting the need for further study.

2.2 Historical Context of Working Mothers: Historically, mothers devoted all their time to child-rearing. However, modern women often balance careers and family responsibilities, leading to challenges such as finding quality childcare and concerns over their children's well-being. When mothers work, it can positively impact family dynamics by promoting shared responsibilities, but it

can also strain the mother-child relationship, especially if the mother struggles to balance work and home life (UNDP, 1995).

2.3 Emotional and Psychological Impact: The emotional development of children with working mothers can be affected, sometimes leading to psychological issues such as anxiety and insecurity. The quality of mother-child interaction is crucial, and extended absences can disrupt this bond, potentially leading to behavioral problems (Dilkash Sapna & Zia Ur Rahman, 2017; Muhammad Nisar, 2017).

2.4 Attachment and Bonding: Working mothers may struggle to form secure attachments with their children, leading to issues in social settings. The absence of strong bonding activities like breastfeeding can affect a child's emotional and cognitive development. Despite these challenges, the decision to work should consider both financial necessity and personal fulfillment (Erum Akbar Ali, 2015; Giannelli, 2010).

2.5 Academic Achievement: Children's academic achievement is influenced by a mother's employment status. While some studies suggest that working mothers contribute positively to their children's education by providing financial resources, others highlight the potential drawbacks, such as limited time for cognitive development. However, the overall results are moderate, some researches have revealed that there is no significant difference in academic achievement between children of employed and unemployed mothers (Rachel Dunifon, 2013; Dr. Abdul Sattar Almani, 2012).

2.6 Cultural Perceptions: This has led to the cultural split of working and non-working motherhood where a mother is expected to be able to work and at the same time be attending to her children. Child care by non-working mothers are considered as appropriate while working mothers are often rebuked for supposedly failing to care for their off springs. This conflict of cultures adds further stress to the working mothers because they have to function according to both values and requirements (Mariko, 1989).

2.7 Socialization and Theoretical Framework: A powerful role in shaping the process of socialization of kids, during which they gradually learn the rules of functioning in society, belongs to the mother. A major focus is the working mother, further understanding of whose multiple roles can be problematic at times. This work is based on Bandura's Social Learning Theory and Attachment Theory in which the attachment between the mother and the child plays an important role in the social-emotional development (Emily Daina Šaras, 2018).

Chapter 3: Research Methodology:

This chapter gives description of the research methods used in the study and provides a framework of data collection and analysis. This study therefore employed a qualitative research design in order to

get richer and more detailed description of the experiences of the working mothers. Semi-structured interviews were used to gather data because the method is communicative and open-ended – a two-way process – that enables researchers to discuss and understand participants’ perceptions in detail. The study targeted forty working mothers only in Mardan having ages between twenty-eight and forty-three years of age and all of them married and employed in both private and public sectors out of which 14 were finally selected due to their consent to participate in the research study. These participants were purposely recruited so as to fit into the objectives of the study as a way of offering well controlled form of establishing how mothers’ employment affects childhood socialization. The research was area specific to Mardan city in the district of Mardan enshrined in the province of Khyber Pakhtunkhwa, Pakistan. Thematic analysis was used to analyze the qualitative data, identifying key patterns and themes from the interviews, a method effective for exploring underlying meanings and experiences. Ethical considerations were carefully addressed throughout the study. Permissions were obtained, and respondent anonymity and confidentiality were ensured to avoid bias. The study's scope was limited to married women employed in government and private sectors in Mardan, who have at least one child living with them.

Chapter 4: Result and Discussion:

4.1 Demographic data of participants:

Regarding the specific participants’ information for this study, the details of the participants interviewed are presented in the Table 1. The age of the participants is from 29 years to 43 years. All the mothers are with child, ranging from one child to four children. All are Undergraduate degree holders whereas Two holds M. S degree. Thus, the present sample can be assumed to be a fairly good representation of the highly educated working Mothers of Mardan Pakistani society.

Table: 1 Participant information

Participant	Age	Children	Education	Occupation	Working hours
1	32	2	M.A	Teacher	7
2	39	3	M.A	Teacher	7

3	43	4	M.A	Teacher	7
4	35	2	M.SC	Nurse	8
5	29	1	B.A	Female assistant	9
6	29	1	B.A	Female assistant	9
7	30	1	B.S	Hala	7
8	33	2	M.S	Lecturer	7
9	29	1	M.S	Teacher	7
10	37	3	M.SC	Lab assistant	7
11	30	1	M.A	Kashaf foundation	9
12	29	2	B.A	Kashaf foundation	9
13	30	2	M.A	Sadaat foundation	8
14	29	1	B.S	Nurse	8

4.2 Communication Skills: Working mothers often feel guilty about not having enough time to engage in meaningful conversations with their children, which they believe may impact the development of their children's communication skills.

4.3 Child Regression: Some children of working mothers exhibit regression in behavior, such as reverting to earlier stages of emotional and social development, which mothers attribute to their absence due to work.

4.4 Interpersonal Skills: Mothers express concerns that their work schedules may hinder their children's ability to develop social skills, as they are not able to spend enough time teaching them how to interact with others.

4.5 Resources and Opportunities: Despite challenges, working mothers believe their jobs provide better educational opportunities for their children, such as access to better schools, educational materials, and extracurricular support.

- 4.6 High Academic Performance:** Many mothers observe that their children become more independent and disciplined, positively impacting their academic success due to the example set by the mothers' work ethic.
- 4.7 Aggressiveness:** Some children display increased aggression, which mothers feel may be a result of their absence, limiting the time available to teach positive behaviors and values.
- 4.8 Emotional Closeness and Bonding:** Mothers worry that their work commitments limit the time they can spend fostering a strong emotional bond with their children, impacting their relationship.
- 4.9 Time Spent Together:** Many mothers express guilt over the limited time they spend with their children due to work, which they feel may affect their children's social development and emotional well-being.
- 4.10 Independence and Responsibility:** Working mothers note that their children often become more responsible and independent, learning to manage tasks at home while their mothers are at work.
- 4.11 Self-Regulation and Behavioral Control:** Mothers are concerned that their work schedules limit their ability to teach their children self-regulation and behavior control, leading to difficulties in managing emotions.
- 4.12 Feeling of Insecurity:** Children of working mothers may experience feelings of insecurity and anxiety due to their mothers' absence, impacting their emotional stability and self-esteem.

Chapter 5: Conclusion:

In this research, the effects of mothers' employment on children's socialization in Mardan City, Khyber Pakhtunkhwa were analyzed. The results indicate a rather ambivalent picture, with working mothers stating that they are worried about detrimental impacts that may accompany the early other language acquisition process, as well as children's emotions and self-esteem. However, these perceived costs are offset by numerous perceived advantages which many mothers hope to accomplish by finding employment; these include improved child education and training as well as making the child more self-reliant. More to the point, today Pakistani women are joining the labor force more actively than earlier with the percentage of 13. Average it has grown from as low as 2% in 1990 to as high as 22.35% in 2017. Overall, the study suggests that there is need to adopt adequate social support structures that support the working mothers so they can be able to balance on the working as well as the family roles.

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