

Effect of Working and non-Working Mother's on the Psychosocial Status of their Children: A Comparative Study

Thesis

Submitted in partial Fulfillment of the master Degree
in Pediatric Nursing

By

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B.S.C Faculty of Nursing -Ain Shams University, 2004

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Contents

<i>Subject</i>	<i>Page No.</i>
List of Table	i
List of Figures	iii
List of Abbreviations.....	iv
Abstract	v
Introduction	1
Aim of the Study	5
Review of Literature	
Overview about Growth and Development of School Age Children	6
Psychosocial problem of school aged.....	15
Effect of working mother on their children.....	31
Role of Paediatric Health Nurse in psychosocial problem of children	47
Subjects and Methods	55
Results.....	62
Discussion	89
Conclusion.....	99
Recommendations	100
Summary	101
References	110
Appendices	I
Arabic Summary	—

List of Tables

<i>Table No.</i>	<i>Title</i>	<i>Page No.</i>
Table (1):	Distribution of Studied Children According to Their Characteristics: (no=132)	63
Table (2):	Distribution of Studied Children According to Their Families Characteristic: (no=132)	64
Table (3):	Distribution of Studied Children' Mothers According to Their Characteristics (n=132).....	65
Table (4):	Distribution of the Studied Children According to their Physical Aggression	66
Table (5):	Distribution of Studied Children According to their Verbal Aggression.....	67
Table (6):	Distribution of Studied Children According to their Hostility	68
Table (7):	Distribution of Studied Children According to their Anger	69
Table (8):	Distribution of Studied Children According to their Loneless.....	71
Table (9):	Distribution of Studied Children According to their Anxiety	74
Table (10):	Distribution of Studied Children According to their Self-Esteem	77
Table (11):	Distribution of Studied Children According to their Total Levels of Self Esteem	79
Table (12):	Relation between Characteristics of Studied Children and their Total Aggressive Behavior.....	80

Table (13): Relation between Mothers' Characteristics and their Children Total Aggressive Behavior	81
Table (14): Relation between Characteristics of Studied Children and their Total Levels of Loneliness	82
Table (15): Relation between Mothers' Characteristics and their Children Total Level of Loneliness	83
Table (16): Relation between Characteristics of Studied Children and their Total Level of Anxiety	84
Table (17): Relation between Mothers' Characteristics and their Children Total Levels of Anxiety	85
Table (18): Relation between Characteristics of Studied Children and their Total Levels of Self Esteem	86
Table (19): Relation between Mothers' Characteristics and their Children Total Levels of Self Esteem	87
Table (20): Correlation Matrix between Aggressive Behaviour, Loneliness, Anxiety and Self Esteem of Studied Children	88

List of Figures

<i>Figure No.</i>	<i>Title</i>	<i>Page No.</i>
Figure (1):	Distribution of Studied Children According to their Total Levels of Aggressive Behaviour	70
Figure (2):	Distribution of Studied Children According to their Total Levels of Loneliness	73
Figure (3):	Distribution of Studied Children According to their Total Levels of Anxiety	76

List of Abbreviations

AAP	: American Academy of Pediatrics
ADAA	: Anxiety and Depression Association of America
APA	: American Psychiatric Association
BCMA	: British Columbia Medical Association
CMAS	: Children Manifest Anxiety Scale
GAD	: Generalized Anxiety Disorder
IEP	: Individualized Education Plane
IQS	: Intelligence Quotient Scores
OCD	: Obsessive Compulsive Disorder
SAD	: Separation Anxiety Disorder
SEI	: Self Esteem Inventory
UNICEF	: United Nations Children's Emergency Fund
WHO	: World Health Organization

Effect of Working and non-Working Mother's on the Psychosocial Status of their Children: A Comparative Study

ABSTRACT

Children with working mothers are usually placed in group childcare, which results in receiving less one-on-one attention and instruction. This may have significant behavioural effects later in childhood. **Aim:** This study aimed to assess effect of working and non-working mother's on the psychosocial status of their children. **Design:** Comparative descriptive design was be conducted for this study. **Setting:** The study was conducted among primary schools at Elwaily- zone Abbaseya. **Sample:** Random sample consist of 132 students were taken from the previously mentioned setting by taken random one class from each school then taken all students from these clases. **Tools:** Five tools were used for data collection, include: Structured interviewing format sheet, Aggressive Behaviour scale, Loneliness scale, Children Manifest Anxiety scale, self esteem inventory. **Results:** Findings showed that there were statistical significant differences between studied children of working and non working mothers regarding their aggressive behaviour, loneless, anxiety and self-esteem. **Conclusions:** there is a relation between working of mothers and psychosocial status of their children namely; aggression behaviour, anxiety, lonless and self esteem, in addition to there are relations between mothers age and some of psychosocial status of their children which namely; aggressive behaviour anxiety and self esteem. **Recommendations:** Mothers are in need to a simplified illustrated and comprehensive arabic booklet including information about children psychosocial problems.

Key words: Working and non-Working Mother's, Psychosocial problems, Psychosocial development of school age children

Introduction

School age refers to children between the age of 6-12 years. The school age years represent a time of slow physical growth, while cognitive development proceeds at rapid rates. The school age period is usually the first time that children begin to make truly independent judgment (*Fredrick, 2011*).

The school is a setting in which many children spend a majority of their scheduled time. During school's children experience a range of activities that shape their cognitive development, as well as influence perceptions of their physical and mental health. The school environment is strongly associated with how school-aged children perceive themselves in the context of their peers, with their teachers, the school environment and other adults can have a strong influence on individual children during important developmental stages (*WHO, 2012*).

School age is also a time when children develop competence in interpersonal and social relationships. Children have a growing peer orientation, yet they are strongly influenced by their family. The social skills learned through peer and family relationships, and children's increasing ability to participate in meaningful interpersonal communication (*Robert, 2012*).

School age is a crucial period for every child all over the world. This is the period when the child needs the cooperation and the supervision of the parents and other relatives the most. Most of the learning of a child's life begins in this period is the time of maximum growth and development. At this time physical, social, emotional and intellectual development of a child takes place (*Cimagala,2010*).

Emotional and behavioural problems are a common concern of parents. The types of problems often differ by the age of the child, and include a wide variety of issues such as conduct problems, aggression, anti-social behaviour, anxiety and depression (*Somerville, Jones and Casey,2010*).

Children with working mothers are usually placed in group childcare, which results in them receiving less one-on-one attention and instruction. This may have significant cognitive effects later in childhood. Behavioural effects may also arise. The researchers found that maternal employment in the first year of a child's life had a negative effect on cognitive outcomes for the child by age three or four (**Lucas-Thompson, Goldberg and Prause, 2010**).

The researchers also found a correlation between mothers working during a child's first year of life and behavioural problems by the child later in childhood. Mothers entering the workforce might also have a positive effect on children. Families are able to provide much more for their

children. With increased financial opportunities come increases in healthcare, nutrition, and educational opportunities (**Lucas-Thompson, Goldberg and Prause, 2010**).

According to Erikson's Stage 4 is the school age children's phase: Industry versus Inferiority. Children are beginning to ask themselves are they competent or worthless? The answers lie in how children are raised by their parents, do children have friends, what is their school environment like and finally what is their personal development at this stage? This stage, also called the Latency stage, is where children are learning and developing new skills to carry them in a successful life (*Chapman & Alan, 2013*).

Significant of the study:

The emotional/behavioral disorders were reported 12-25% of school-age children and 13% of preschoolers children. The psychosocial problems increased from 6.8% to 18.7%. and emotional problems showed the increase from 0.2-3.6%. These increase in psychosocial problems were associated with increase in the proportions of single-parent families, parents get divorced, mothers employment (**Kelley, Paul, Fein and Naigles, 2006**).

The prevalence rate of anxiety among Egyptian primary school children were 7.9% and 15% had mixed anxiety and depressive disorders (*Okasha, 2000*).



Women are the backbones of their families, they play a powerful role in fostering sustainable development and are expected to be the principle child care providers in the family. The effect of maternal employment on children has negative and positive actions. Hence, there is a need to study the difference in psychosocial status of children of working and non-working mothers (*Joshi and Pamela, 2007*).

Aim of the Study

This study aimed to assess the effect of working and non Working mother's on the psychosocial status of their children.

Research questions:

- Are there relation between mother's working & psychosocial status of their children?
- Are there relation between mother's sociodemographic data & psychosocial status of their children?

Overview about Growth and Development of School Age Children

School age children refer to children between 6 - 12 years and a time of important developmental advances that establish children's sense of identity. During these years, children make strides toward adulthood by becoming competent, independent, self-aware, and involved in the world beyond their families (*Parsons, and Ruble, 2011*).

Many theorists have suggested that the school years are a time of change in children's self-concepts, as school age children consider what possibilities are available to them and try to come to a deeper understanding of themselves in the social and cultural contexts in which they live (*Salkind, 2012*).

Social relationships and roles change dramatically as children enter school, join programs, and become involved with peers and adults outside their families. During middle childhood, children develop a sense of self-esteem and individuality, comparing themselves with their peers. They come to expect they will succeed or fail at different tasks (*Achenbach, Howell, Quay and Conners, 2012*).