Introduction

It was formerly believed that the personality patterns were the product of heredity and the child was a ‘chip off the old block’ but today there is ample evidence that personality pattern is a product of both heredity and environmental influences. Through learning, attitudes towards self and characteristic methods of responding to people and situations-the traits of personality are acquired through repetition and the satisfaction they give. The early learning experiences are mainly in the home, and later learning experiences are in the different environments, children come in contact with out side the home (Hawkins et al., 2007).

Parenting is a very big responsibly and the parent child interaction plays a vital role in the development of child. The behavior, mannerism ethics and level of confidence in a child s the total reflection of the style of parenting of a child. In other words, proper parenting prepares a child to face the word boldly and accept the challenges and opportunities in his life.

It is well known fact that in almost all societies whether in East or West child rearing is taken up by mother of family, especially mother. Therefore role of mother is most important for a child. Besides proper physical care and nourishment of a child, a mother is also a source of inspiration and motivation for developing moral and ethical values in a child. Mother is his first school of a child.

Family is the first institute for the early life development of the child. The children whose mothers are housewives, get maximum attention in the upbringing and proper education of the child. On the other hand if mother goes for service outside the home, she becomes unable to perform the duties of real and true mother. Due to her engagement outside the home and responsibility of the works she is not in position to cater to the needs of the child. That’s why it is said that children of working mother suffer to a great extent. Though this is not true in all case but some time absence of mother for longer period of time pushes child in bad company (Hill et al., 2005).

A lot of experimental evidence is available which shows that the parents-child relationship is very important in the personality growth.

Sometimes the mother becomes so exhausted that she is not in a position to attend to the smaller needs of the child. Her behavior too, sometimes, becomes irritable. Many working ladies, due to tension and worries become victim of depression and hypertension. From such mother we cannot hope very much affection and worm behavior for the family. Some time children are sent to crèche, sometimes, they are left on the mercy of the ayas and such children develop a sense of insecurity. In their later life these children remain inefficient in many ways and remain dependent on others.
On the other hand children of non-work mothers’ get a lot of affection and care from their mothers. Most of their needs are satisfied by their mothers. Non-working mothers get ample time to attend their children. The chances of their deviant behavior are rare. These mothers, if they are educated, help their children in their homework also (Berger et al., 2008).

But in the other hand it has also been observed that the children of working mother have enough degree of self confidence, self assurance. They have wider knowledge and more career option in comparison of non-working mothers. The circumstances force them to take their own decision and they are capable to do most of their work by themselves. They interact more with outer world. Their social circle is also wider. All these things make the child bold and more confident.

In this way we find that in some aspects of personality the children are losers but in some other aspects they are gainer, in same way the children of non-working mothers are gainers in some aspects of personality whereas in some aspects they are losers.

Fact is that in this changing scenario mothers cannot sit at home to rear their children but they have to act wisely, actively and smartly. In emergency they can take help of councilors.

**Justification (need) of the study**

Changing need of the society has changed the role of mothers from just being house makers.

They are moving shoulder to shoulder with men and sharing all the responsibilities within and outside the home. As are result, time spent by them with their children has decreased. Sharing caring guidance etc has taken a little back sheet. This has influence the personality of children to great extent.

The researcher herself observed the different phenomena prevailing in the society about the personality of the children working mothers and those of non working mothers. After a keen observation she found that a lot of differences are there in the personality characteristics of the children of working mothers and non working mothers.

The researcher herself is a mother and was in service so she has realized the pang of the life of a child whose mother goes for work out side the house. So she thought of this problem and took decision to conduct this study at this level.

More over several studies have been done in the area of personality related to the factors which helps in the development of personality but on the personality characteristics of the children working mothers and those of non working mothers very few studies have been done. The researcher is not finding much work in these areas. The study which she has come across was really touches the fringes only. Some studies were done on the effect of the personality of the mother on the personality of their children some were on parental influences. Some were on sibling relationship
and personality. The investigator could not find a single study directly related to this topic, even in the Rajasthan Jhunjhunu district no work of such type has been done. Various studies also have been done in the personality of children but so far no study has been done that specifically focuses on introversion and extroversion trait of personality of children of working and non working mothers.

**Significance of the study**

With the changing need of society role of mothers have changed, now they cannot be called only a house maker, they are enjoying prominent position in all the area and departments and no way lesser than men. They are moving shoulders to shoulders with men and sharing all the responsibilities within and outside the house. As a result time spent by them with their children has decreased. Sharing caring guidance has taken a little back-seat. This has influenced the personality of children to a great extent.

The researcher herself observed the different phenomena prevailing in the society about the personality of working and non-working mothers.

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**Review of literature**

Today more mothers with young children are in paid work than before. However, the appropriate time to resume (or start) paid work after childbirth continues to be a subject of debate. Early maternal employment may deprive children of continuity in infant care, time and attention; it may impede the development of secure infant bonding as well as the opportunity of extended breastfeeding, all of which are associated with a number of cognitive, emotional and health benefits.

On the other hand, maternal employment means more family income, which has positive effects on child development, especially among children of low-income families, and long leave periods may have a negative effect on future maternal earnings profiles. Hence, finding the right timing for mother’s return or entry to work after childbirth is not straightforward as it requires balancing different and potentially opposing effects.

*Ruhm, 2000; Hill et al., 2005; and Gregg et al., 2005* The effects of early participation in formal care arrangements on child well-being are not straightforward. In general, the effects will depend on the type and quality of care on offer, and on the situation of the specific child and family. Early formal childcare can have a positive effect for children experiencing significant disadvantage whose parents are stressed or have poor parenting skills. But it may have more negative than positive
effects for children from more advantaged backgrounds whose parents are able to provide a safe and nurturing environment. Formal childcare facilitates social interactions with other children as well as learning how to socialize and co-operate with others, but early participation involves the risk of being exposed to stressful interactions with peers when children are too young to deal with this. Also, participation in formal childcare increases the risk of early exposure to infectious diseases. Studies on the relationship between maternal employment and children’s cognitive and behavioral development have found mixed results. Factors that influence the variation in results include the time of return to work, child and family characteristics, and the quality of childcare arrangements. Evidence based on longitudinal data from the United Kingdom and the United States generally suggests that full-time maternal employment during the first year of a child's life is associated with poorer child outcomes, especially poorer cognitive outcomes. However, a recent study in the United States suggests that the negative effects are offset by the positive effects of more use of centre-based care, higher quality home environments, and greater maternal sensitivity. In any case, most studies show that the measured effects on cognitive development are small.

**Miller et al., 2002 and Nomaguchi, 2006** In some countries evidence is less extensive as that in the United Kingdom and the United States. Canadian studies have not looked at maternal employment during the first year of child’s life. The available evidence on the relationship between maternal employment and child outcomes refers to maternal employment form the first year onwards. Empirical findings on the latter relationship are however inconclusive. Some studies find a positive relationship between maternal employment after the first year and children’s behavioural outcomes others find a negative association between mothers’ participation in paid work and socio-emotional adjustment and others find no relationship between current maternal employment and children’s vocabulary skills.

**Deding et al., 2007** By contrast, empirical findings from Denmark find no support for a negative effect of maternal employment in the first year of the child’s life on children’s behaviour. In fact, this research found that the association of early maternal employment, if any, was positive and stronger for boys than for girls.

**Gregg et al., 2005; Ruhm, 2004; and Leigh and Yamauchi, 2009** The association between maternal employment and child outcomes varies according to child and family characteristics. Maternal employment may have more negative effects on child outcomes for children of two-parent families, high income or highly educated families. By contrast, early employment is not linked to poorer outcomes of children in sole-parent families, nor of children from ethnic minorities such as African-Americans.

**Hawkins et al., 2007; and Cooklin et al., 2008** Compared with mothers who are not in work (including "on leave") or in part-time employment, early (within 6 months) maternal employment on
a full-time basis is negatively associated with breastfeeding rates and duration. In addition, longer periods of breastfeeding are more likely among women whose employers offer family-friendly or flexible work arrangements including part-time work. Breastfeeding has multiple benefits for the healthy development of young children, in terms of nutritional benefits and protection against diseases, also after controlling for environmental factors that could be confounding this association. Breastfeeding is also related with positive maternal health outcomes such as a reduced risk of breast and ovarian cancer, type-two diabetes and maternal postpartum depression. However, a review of the role of breastfeeding in promoting mother-child attachment is inconclusive. The literature also suggests that breastfeeding has a positive effect on child IQ, but the effects are likely to be small.

Participation in early year’s programmes is most beneficial for children from disadvantaged backgrounds. Examples of successful interventions include several programmes in the United States such as the Perry Preschool Project, the Abecedarian Program and the Chicago Child-Parent Centers.

A recent review on early childhood policies in the United States argues that national randomized data show the impact of Head Start on child development is rather modest claim that the lack of impact of Head Start is explained by the low quality of many centers. The authors suggest the government should put more efforts on improving the quality of centres and should close failing programmes.

Aldous, Mulligan and Bjarnason, 1998; and Marsiglio, Amato, Day and Lamb, 2000 Research on parental employment and children’s outcomes have been conducted quite extensive in many countries such as United Stated, United Kingdom, Germany and Sweden. Review on these studies indicate that many have concentrated on maternal employment without taking account of trends for fathers’ participation in dual-earner families in managing the household. Fathers also contribute their income share and psycho-emotional aspects as result of their work conditions that may be reflected in the life of the family. Hence, fathers, like mothers play an important role in child development and therefore deserve to be included in future research.

Figes, 2001 Positive results were also found with children who had to go to childcare. When the child was placed in a quality childcare situation there were positive effects on the child’s social and cognitive development. The study found that a trained nursery worker was able to stimulate the child with a wide variety of educational toys and games compared to that of a stay at home mother.

Gershaw, 1988 Repeated studies have also found that children of working mothers do not suffer any differently from anxiety, antisocial behavior, or stress-related problems than those of nonworking mothers. They did, however, find that children of working mothers held fewer stereotyped gender-role attitudes and felt their mothers were more competent. Also, daughters of working mothers were found to set higher goals for themselves. Children of working mothers were also seen as feeling that they had control over their environment.
Negative Impacts of Nonworking Mothers While a working mother has a wide range of social and professional contacts, the nonworking mother is at times isolated to their immediate surroundings. There is little adult interaction and the monotony of daily interactions can be disheartening. “These women experience of a breaking down of their supportive family and/or social network”. This lack of adult support can lead into depression and the feeling of being overwhelmed by what lies before them. While the nonworking mother is staying at home to better her child academically and emotionally, the amount of actual quality time is not always as sufficient as that of a working mother. The time spent at home is usually full of completing household chores that do not include time with the child.

According to the Periodic Survey of Fellows: American Academy of Pediatrics Division of Child Health Research, the majority of pediatricians surveyed found that mothers should not work outside the home from their child’s infancy to early pre-school age.

Working mothers not only bare the burden of leaving the children to work, but also the stresses of what in many cases equals two full time jobs. The mother has her job that she must leave her family seems like she is always playing catch-up and never quite finishes. While fathers are beginning to take on more responsibility in the home, “working mothers still perform most of the household chores”. Some houses may say chores are egalitarian, shared equally, however this is not seen in surveys conducted by The Wall Street Journal. In executives polled 52% of women were found to complete laundry duties compared to 7% of the men. Likewise 47% of women planned and shopped for meals compared to 8% of men. Similar findings were found in chores such has shopping for children’s clothing and staying home with children who came down sick.

Objectives of the problem

After identifying and clarifying the problem, the researcher makes a formal statement of the problem and the research objectives. This delineates the type of information that should be collected and provides a framework for the scope of the study or the research project.

The answer to question such’ as what extend will the new remedial program achieve its objectives?” are typical research objectives. In this sense the statement of the problem is a research question. The best expression of research objectives is a well formed testable research hypothesis is a statement that can be refuted or supported by empirical data.

The following are the main objective of the study:

- To study the introversion-extroversion traits of children of working and non-working mothers.
- To study the introversion –extroversion traits of female children of working mothers
- To study the introversion-extroversion traits of female children of non-working mothers.
- To study the introversion –extroversion traits of male children of working mothers.
To study the introversion-extroversion traits of male children of non-working mothers.

**Hypothesis**

There may be a significance difference between the personality traits of children of working and non-working mothers.

There may be a significance difference in the personality traits of male and female children of working and non-working mothers.

**Operational definition of key words**

**Working mothers**: - Those who are financially independent and go out of their house to earn livelihood.

**Non working mothers**: - Those mothers who stay at home, they may or may not be financially independent.

**Children**: - Offspring whose mothers are working and non-working.

**Personality**:-“Personality is the entire mental organization of a human being at any stage of his development.”

**Introversion**: - Introversion is a trait of characteristic of behavior of person who love loneliness and have interest in themselves. They speak less and shy, anxious terrified and do not socially much.

**Extroversion**: - Extroverts are opposite of introverts. Extrovert personality is possessed by those who have specific interest in external world. They are skillful in behaviors and are optimist. They have interest in courageous and adventurous tasks. These people are social more confident, possess good decision power.

**Research methods**

It is not infrequent to find the term ‘method’ and procedure used interchangeable in research literature. It is to because both the terms are generally used to understand the tools and techniques adopted in research study.

To successfully complete any research work the method selected should always be appropriate to the problem under investigation; feasible preplanned and well understood it also depends upon the type of data required to be explored.

After careful study and analysis of the problem under investigation and observation of related literature the investigator has arrived to the conclusion that descriptive survey method is appropriate because this problem is related most to the survey method. Research methods can be broadly classified as follows:
Historical method:
This provides a method of discovering, describe and interpret what existed in the past. This type of research describes what was, the process involve recording, investigation, analysis and interpretation of the event of the past in order to make generalization, these generalization are helpful to understand the past, building a perspective about present to a limited extent understanding the future. The main purpose of historical research is to arrive at exact account of the past, this research help us partially to control future.

Descriptive Survey Method:
This provides a method of investigation to study, describe and in the process involve interpret what exists at present. It is variously termed as descriptive survey status, normative or trained study and concerns itself with present phenomenon in terms of conditions, relationships, practices, belief, attitudes, processes, effects and trends.

Qualitative Research methods:
In quantitative research method the data is usually gathered using more structure research instruments. The result provides less detail on behavior attitude and motivation. The result is based on larger sample size that is representative of the population. The research can usually be replicated or repeated, given its high reliability, and given the analysis of the result is more objective.

Descriptive survey method will be used in present research. The investigator in her present study has attempted to study the personality traits of children of working and non working mothers. Due to large number of women taking to professional jobs, such a study is relevant to present and current condition, the investigator selected Govt and private secondary level schools. Govt school – 10 private school – 10, Total - 300 students of each school will be taken randomly selected for survey.
Table No- 1

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<td>Govt. Schools - 10</td>
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<td>Girls – 15*10 = 150</td>
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<td>Boys – 15*10 = 150</td>
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<td>Girls – 15*10=150</td>
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Table – 2

**Sampling Technique**

The representative proportion of the population is called a sample. In the technique of sample investigation units from the whole domain of survey are selected as being representative. Now these are studied in detail and the conclusion arrived from these are extended to the entire field.

**Tools and Technique**

The proposed study, as it has the empirical character, will be based on primary and secondary data. Primary data will be collected through the intensive field work by executing questionnaires, conducting interviews of working and non working mothers and personal observation. Secondary data will be collected from published reports, Abstracts, journals, references, thesis and dissertations.

**Limitation of the problem**

1. The students of Jhunjhunu district will be included in this study.
2. The tools for data collection will be in Hindi language so that Hindi medium schools can be selected for study.
3. The students study in standard IX, X will be included.
4. Govt. and private schools will be selected for the study.
5. Girls and boys will be taken for survey of both the Govt. and private schools.
6. Schools of rural and urban area will be chosen for sampling.

**DATA COLLECTION**

Every research problem involves the collection of data. Some people often equate process of data collection with research itself. The data collection has two aspects. In one aspect, we include the technical component where we discuss why data are collected. In the other aspects we consider a variety tasks which are connected with successful and effective data collection. There are two categories of data. The first one is primary data which is collected by researchers himself. He can collect it either through observation or through questionnaire. The second one is secondary data which is much common in literature searching.

**DATA ANALYSIS**

**Statistic Techniques:-** Following statistic techniques will be used to analysis of data.
1. Mean
2. Standard Deviation
3. Co-relation
4. C.R. value