

p-ISSN : 2708-2113 | e-ISSN : 2708-3608

DOI(Journal): 10.31703/gesr

DOI(Volume): 10.31703/gesr/.2024(IX)

DOI(Issue): 10.31703/gesr.2024(IX.II)

www.gesrjournal.com

Global Educational
Studies Review



GESR
educating humanity

GESR

GLOBAL EDUCATIONAL STUDIES REVIEW

HEC-RECOGNIZED CATEGORY-Y

VOL. IX, ISSUE II, SPRING (JUNE-2024)


Humanity Publications
sharing research
www.humanpub.com
US | UK | Pakistan

Double-blind Peer-review Research Journal

www.gesrjournal.com

© Global Educational Studies Review

Article Title

Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers

Global Educational Studies Review

p-ISSN: 2708-2113 e-ISSN: 2708-3608

DOI(journal): 10.31703/gesr

Volume: IX (2024)

DOI (volume): 10.31703/gesr.2024(IX)

Issue: II Spring (June-2024)

DOI(Issue): 10.31703/gesr.2024(IX-II)

Home Page

www.gesjournal.com

Volume: IX (2024)

<https://www.gesjournal.com/Current-issues>

Issue: II-Spring (June-2024)

<https://www.gesjournal.com/Current-issues/9/2/2024>

Scope

<https://www.gesjournal.com/about-us/scope>

Submission

<https://humaglobe.com/index.php/gesr/submissions>

Google Scholar



Visit Us



Abstract

Adolescents of working and non-working mothers are assessed for emotional intelligence, conflict resolution, and self-efficacy. Developmental features examined a sample of 200. The group was emotionally intelligent, 72–148, M 117.9, SD 15.4. Conflict resolution scores 36 to 54 averaged 45.0 (SD = 3.0), indicating moderate efficacy and low skewness. Average self-efficacy declined from 12 to 66 to 28.6 (SD = 5.7). Adolescents with non-working mothers scored higher on emotional intelligence (M = 121.65, SD = 13.55) than working mothers (M = 114.16, SD = 16.39), with a modest effect size. Adolescents of non-working parents had higher self-efficacy (M = 29.53, SD = 6.12) than working moms (M = 27.81, SD = 5.20) with a small to moderate effect size (Cohen's d = 0.3). Adolescent emotional intelligence and self-efficacy are higher in non-working mothers. Because parental employment influences adolescent development, working women's families need interventions.

Keywords: Emotional Intelligence, Conflict Resolution, Self-Efficacy, Working, Non-Working, Mothers, Adolescents

Authors:

Noor ul Huda: M.Phil Scholar, Department of Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.

Muhammad Luqman Khan: (Corresponding Author)

Associate Professor, Department of Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.
(Email: luqman.khan0078@gmail.com)

Samreen Afzal: PhD Scholar, Department of Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.

Pages: 156-168

DOI:10.31703/gesr.2024(IX-II).16

DOI link: [https://dx.doi.org/10.31703/gesr.2024\(IX-II\).16](https://dx.doi.org/10.31703/gesr.2024(IX-II).16)

Article link: <http://www.gesjournal.com/article/A-b-c>

Full-text Link: <https://gesjournal.com/fulltext/>

Pdf link: <https://www.gesjournal.com/jadmin/Author/31rv1oIA2.pdf>

Citing this Article

16	Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers						
	Author	Noor ul Huda Muhammad Luqman Khan Samreen Afzal			DOI	10.31703/gesr.2024(IX-II).16	
Pages	156-168	Year	2024	Volume	IX	Issue	II
Referencing & Citing Styles	APA	Huda, N. u., Khan, M. L., & Afzal, S. (2024). Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers. <i>Global Educational Studies Review</i> , IX(II), 156-168. https://doi.org/10.31703/gesr.2024(IX-II).16					
	CHICAGO	Huda, Noor ul, Muhammad Luqman Khan, and Samreen Afzal. 2024. "Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers." <i>Global Educational Studies Review</i> IX (II):156-168. doi: 10.31703/gesr.2024(IX-II).16.					
	HARVARD	HUDA, N. U., KHAN, M. L. & AFZAL, S. 2024. Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers. <i>Global Educational Studies Review</i> , IX, 156-168.					
	MHRA	Huda, Noor ul, Muhammad Luqman Khan, and Samreen Afzal. 2024. 'Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers', <i>Global Educational Studies Review</i> , IX: 156-68.					
	MLA	Huda, Noor ul, Muhammad Luqman Khan, and Samreen Afzal. "Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers." <i>Global Educational Studies Review</i> IX.II (2024): 156-68. Print.					
	OXFORD	Huda, Noor ul, Khan, Muhammad Luqman, and Afzal, Samreen (2024), 'Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers', <i>Global Educational Studies Review</i> , IX (II), 156-68.					
TURABIAN	Huda, Noor ul, Muhammad Luqman Khan, and Samreen Afzal. "Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers." <i>Global Educational Studies Review</i> IX, no. II (2024): 156-68. https://dx.doi.org/10.31703/gesr.2024(IX-II).16 .						



Cite Us

**Authors:**

Noor ul Huda: M.Phil Scholar, Department of Psychology,
Riphah International University, Faisalabad,
Punjab, Pakistan.

Muhammad Luqman Khan: (Corresponding Author)
Associate Professor, Department of Psychology,
Riphah International University, Faisalabad,
Punjab, Pakistan.
(Email: luqman.khan0078@gmail.com)

Samreen Afzal: PhD Scholar, Department of Psychology,
Riphah International University, Faisalabad,
Punjab, Pakistan.

Contents

- [Introduction](#)
- [Objectives of the Study](#)
- [Hypotheses](#)
- [The Rationale of the Study](#)
- [Literature Review](#)
- [Methodology](#)
- [General Self-Efficacy Scale \(GSE\)](#)
- [Results](#)
- [Discussion](#)
- [Conclusion](#)
- [Recommendations](#)

Title**Emotional Intelligence, Conflict Resolution and Self Efficacy among Children of Working and Non-Working Mothers****Abstract**

Adolescents of working and non-working mothers are assessed for emotional intelligence, conflict resolution, and self-efficacy. Developmental features examined a sample of 200. The group was emotionally intelligent, 72-148, M 117.9, SD 15.4. Conflict resolution scores 36 to 54 averaged 45.0 (SD = 3.0), indicating moderate efficacy and low skewness. Average self-efficacy declined from 12 to 66 to 28.6 (SD = 5.7). Adolescents with non-working mothers scored higher on emotional intelligence (M = 121.65, SD = 13.55) than working mothers (M = 114.16, SD = 16.39), with a modest effect size. Adolescents of non-working parents had higher self-efficacy (M = 29.53, SD = 6.12) than working moms (M = 27.81, SD = 5.20) with a small to moderate effect size (Cohen's d = 0.3). Adolescent emotional intelligence and self-efficacy are higher in non-working mothers. Because parental employment influences adolescent development, working women's families need interventions.

Keywords: [Emotional Intelligence](#), [Conflict Resolution](#), [Self-Efficacy](#), [Working](#), [Non-Working](#), [Mothers](#), [Adolescents](#)

Introduction

In contemporary society, the dynamics of family structures and parental roles have undergone significant transformations, particularly with the increasing prevalence of working mothers. This shift has prompted considerable interest in understanding how maternal employment influences various aspects of child development. Emotional

intelligence, defined as the ability to recognize, understand, and manage one's own emotions as well as those of others, plays a pivotal role in fostering healthy interpersonal relationships and effective communication (Salovey & Mayer, 1990). Conflict resolution skills enable children to navigate disagreements and challenges constructively, promoting social harmony and reducing the likelihood of aggressive



behaviors (Deutsch, 2000). Self-efficacy, or the belief in one's capability to prosper in specific circumstances, inspirations motivation, academic performance, and resilience (Bandura, 1997).

Parental availability and participation, particularly from women, have been shown to play an important impact in the development of such characteristics. According to some studies, children whose moms work outside the home may exhibit different patterns of emotional and social development than children whose mothers do not work due to differences in parenting styles, quantity of time spent, and quality of interaction. While some studies suggest that working mothers' children are more independent and self-sufficient because they are forced to handle their responsibilities on their own, others have shown that there are potential risks associated with reduced parental supervision and emotional support. However, the social and cultural milieu is also a significant predictor of these results. Strong societal support for working parents, including inexpensive child care and easily accessible flexible working arrangements, has a lower detrimental impact on children's development. Emotional intelligence (EI) is a critical component of children's socioemotional development that involves the ability to perceive, analyze, and control one's own and other's emotions.

They are better able to maintain healthy relationships, communicate well, and overcome social challenges. Participation of parents and modeling have the greatest influence on the child who is developing emotional intelligence. For the child of a working mother, what can make a huge difference is the quality of interaction and amount of emotional support during available time. In a recent study, Pérez-González et al. (2021) hypothesized that children of working mothers are equally capable of having high EI in the event that they receive constant and positive emotional engagement, regardless of the number of hours worked in their company. Conflict resolution skills relate to avoiding interpersonal disputes and problems with children. Home setting is important in forming such skills that bring social peace by limiting enmity. Research indicates that typically, children are taught how to resolve conflict by the examples that their parents provide. In the context of working mothers, it therefore becomes important to determine how work schedules and levels of stress may impact abilities in modeling and teaching effective dispute resolution. In the study by Chung et al. in 2019, children with working mothers

who managed their jobs and family duties fared better in conflict resolution. This is likely to mean that these working mothers set good examples of behaviors and models for problem-solving. High self-efficacy is regarded as a powerful determinant of children's motivation and academic achievement, as well as of their resilience, insofar as it refers to a belief in one's capability to perform some tasks in a manner that ensures success in some situations. In addition, self-efficacy offers children the skills to take risks and to persevere in the presence of obstacles.

Self-efficacy develops as a personality attribute as parents encourage and support their children. As a result, for children whose mothers work, increased independence and responsibility may boost self-efficacy. A longitudinal study by Johnston and Schurer, 2020, found that children of working mothers have better levels of self-efficacy. The reasons are linked to the autonomy and problem-solving chances that children of working mothers have in their daily lives. The socioeconomic and cultural milieu influence the effects of maternal employment on child development. In countries with a strong support structure for working parents, such as affordable daycare and flexible working conditions, the negative impact on children's development is minimized.

For example, Fan and Williams conducted research in 2018 that indicated that, when reared in such an environment, children with working mothers did not exhibit lower levels of emotional intelligence than their peers. This emphasizes the need to take into account larger social and policy contexts when investigating the impact of maternal employment. Parental participation has been identified as an important factor in growing a child's emotional intelligence, conflict resolution skills, and self-efficacy. Working mothers and non-working mothers may have very different levels and types of participation.

This has left working mothers confused between their professional responsibilities and their roles as parents, diminishing the quality and quantity of time they spend with their children. However, Milkie et al. (2015) argue that it is the quality of time, not the quantity, that leads to good child development. Of the three elements, high-quality interaction, defined by warmth, responsiveness, and clear communication, has the ability to improve children's emotional and social outcomes. Burchinal et al, 2016. found that children in high-quality childcare settings performed better emotionally and cognitively than those in lower-quality care. The following is a general explanation of how mother

employment affects adolescent development in the areas of EI, CR, and GSE. The current study aims to identify potential differences in these psychological qualities between adolescents with working and nonworking moms, as well as to explain how maternal employment influences them. Such findings may have significant implications for parental guidance, educational practices, and policymaking targeted at promoting healthy teenage development.

This study is important because it adds to our understanding of the relationships between parental employment and adolescent development, which could be highly complex. It contributes to academic discourse by researching the specific impacts on emotional intelligence, conflict resolution, and self-efficacy, as well as providing information for parents, educators, and legislators. The findings may inform interventions and support systems aimed at improving developmental outcomes for adolescents from various household arrangements.

Objectives of the Study

1. To assess the emotional intelligence of adolescents and compare the levels between those with working mothers and those with non-working mothers.
2. To evaluate the conflict resolution skills among adolescents of working and non-working mothers.
3. To investigate the general self-efficacy of adolescents in relation to their mother's employment status.
4. To identify any correlational patterns between maternal employment status and the combined profile of emotional intelligence, conflict resolution skills, and general self-efficacy in adolescents.

Hypotheses

1. Adolescents of working mothers exhibit higher emotional intelligence than adolescents of non-working mothers.
2. Adolescents of working mothers demonstrate more effective conflict resolution skills compared to those of non-working mothers.
3. Adolescents of working mothers have higher general self-efficacy than those of non-working mothers.
4. There is a significant correlation between maternal employment status and the overall development of emotional intelligence, conflict resolution skills, and general self-efficacy in adolescents.

The Rationale of the Study

It is with respect to this changing dynamic of the modern workforce that more and more mothers have been engaging in paid employment. Now, when societal norms are changing, and the economic pressures raise the need for dual-income families, it is important to understand what these changes bode for child and adolescent development. This study was based on the need to investigate beyond the conventional views of the effect of employed mothers on young children into adolescence a period of life that is marked by important psychological and emotional changes.

Adolescence is the period of life during which a person undergoes rather dramatic changes cognitively, emotionally, and socially. Skills and attributes developed during this period emotional intelligence, conflict resolution skills, and self-efficacy are the foundation for the well-being and success of adults. Therefore, the effects that maternal employment has on the aspects of development being considered herein which affects family structure, daily interactions, and available parental resources should be rigorously explored. While much of the previous research has explored the impact of maternal employment on infants and young children, with particular focus on cognitive outcomes and academic achievement, relatively little attention has been paid to adolescents. Furthermore, many studies investigating this age group produce mixed results, which clearly indicates a real need for focused research in order to tease apart the complexities of how maternal employment influences adolescence.

Literature Review

Many studies have been conducted on the relationship between maternal employment and child development, many of which were centered on earlier research regarding the effects of employment status on cognitive and academic achievement. A general proposition for this assertion is that children with employed mothers usually do well in school and have high aspirations, according to Mousavi et al. (2015). There is actually some research rooted in the link between maternal employment and EI among adolescents. For example, (Zou et al., 2022) found that maternal employment, through its possible effect on the quality of mother-child interactions, exerts an influence on children's developing emotional competencies. According to a long-term follow-up study by Anitha in 2013, the status of the mother's employment during the early years of the child is bound to

have a lasting impact on their emotional adjustment during adolescence, thus proving that the stability provided by the employed mother fosters better EI.

Research on the resolution of conflict in adolescence in relation to the employment status of mothers has mixed findings. A study by Cummings, Dev et al. (2018) showed that when mothers cope in a more effective way with work-life stressors and family conflict, this provided a model whereupon adolescents based their own strategies of conflict management. The role of parental modeling and support in GSE has been highlighted in adolescents, focusing on the role of observed behaviors in developing self-efficacy beliefs. Thus, when adolescents witness their working mothers coping with a variety of challenges, their belief in their ability to cope with life's difficulties and succeed might be strengthened. In contrast, Sharma & Singh, 2016 noted possible strains within the families of working mothers that may have negative implications for the adolescent's perceptions of control and efficacy.

The theoretical views of literature related to the effects of employment by mothers are varied. Stress exhibited by the mother as a result of parental job demands results in less effective parenting, and subsequently, poorer developmental outcomes for the child, according to the Family Stress Model. In contrast, the Family Investment Model proposes that the increase in financial and social resources brought in by working mothers will build up better developmental environments for children and consequently offer better psychological outcomes.

Dev et al. (2018) described emotional intelligence (EI) as the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions. There has been very little research conducted regarding the direct association between maternal employment and EI in adolescents. How conflict resolution skills are developed in adolescents would be very important for their social lives and mental health. Chaturvedi in 2014 investigated how maternal employment could impact these skills through the models of conflict management being demonstrated at work and at home. The findings revealed that the mothers' efficiency in managing work-related stressors may go hand in hand with positive correlations in the adolescents' abilities to resolve conflicts. This is based on observation and internalization of effective coping mechanisms that are demonstrated by the parents.

Economic theories often discuss the benefits of maternal

employment largely in terms of increased family income and subsequent improvements in children's material well-being and access to opportunities. Rani et al. (2018) found that the financial stability provided by dual-income families can lead to enhanced educational resources and extracurricular opportunities for children, which indirectly supports their emotional and social development.

From a psychosocial perspective, children of employed mothers may have broader social networks and enhanced social skills, as they are more likely to be enrolled in childcare and after-school programs. (AboAbdou et al., 2024) demonstrated that adolescents who interacted more frequently with peers outside of school displayed better social skills and higher EI, suggesting that the social environments facilitated by maternal employment can be beneficial.

The timing (whether mothers return to work soon after childbirth or later) and intensity (part-time vs. full-time) of maternal employment are critical factors. Sukhsarwala et al. (2015) observed that children whose mothers worked full-time in the early years often showed different stress levels and coping mechanisms in adolescence compared to those whose mothers worked part-time or were home-based. This suggests that the amount of time mothers spend at work can significantly influence adolescents' emotional and behavioral responses.

Studies have indicated that the influence of maternal employment might vary among male and female adolescents. Bhattacharya, 2017 found that in cases where mothers often stay away from work, boys might experience more problems of externalization such as aggression, while in girls they internalized problems such as anxiety and depression. This calls for the conducting of studies specific to gender so as to understand fully the impact of employment on mothers.

Maternal employment not only affects adolescents' current psychological state; it also has implications for their future aspirations. As Roy, 2016 indicates, the study documented that when mothers were employed in professional or managerial positions, girls among these adolescents were more likely to have aspirations similar to, or higher than, those of their mothers' professional achievements, thus reaffirming the role-modeling effect of employed mothers.

Emotional intelligence has emerged in the children's development literature as a very important consideration, particularly in association with the influence of the family. Defined as an ability to perceive, understand, and regulate

feelings, emotional intelligence provides the substrates for social competence and psychological well-being (Salovey & Mayer, 1990). In the research conducted by Fan and Williams, 2018 researchers found that if mothers maintained high-quality interactions with their offspring, maternal employment on its own did not influence the emotional intelligence of children.

The impact of children with working mothers is a controversial topic with varied findings. Some research has shown that during childhood, good outcomes include increased independence and higher self-efficacy that result from maternal employment. Moreover, the role played by fathers in this context, working or otherwise, in mother-employed child development needs to be highlighted. According to Lamb, a study done in 2010 indicates that paternal involvement positively influences children's emotional intelligence, self-efficacy, and conflict-resolution skills. This is so because fathers who engage in nurturant and supportive parenting practices provide additional emotional resources and serve as role models in balancing work and family responsibilities. Maternal employment also has various effects on peer relationships and socialization. Indeed, according to Luthar and Becker, 2002 positive peer relationships and support from social settings may neutralize any possible negative consequences of mothers' employment on the socio-emotional development of the child. Applied social-emotional development in children is fostered by providing them with access to sound and supportive peer networks.

Research by Berger et al. (2005) has found that an extended period of parental leave is beneficial for children's cognitive and emotional development. In other words, such policies further decrease maternal stress levels and improve the quality of maternal interactions with the child. Children in countries with a more comprehensive policy on leaves are generally healthier and more properly developed compared to peers from countries with less supportive leave policies.

Another domain of interest is the life outcomes in terms of educational and professional achievement for the child later on in life. Many studies find evidence that maternal employment bears a lasting impact on children's aspirations and achievements.

Methodology

This study employed a quantitative design to facilitate statistical comparability. The cross-sectional design utilized a

survey methodology, ensuring that participants gave informed consent. It collected data at a single time point. The study included a sample of 200 teenagers, ranging in age from 13 to 23 years. The sample was categorized into two discrete cohorts based on maternal employment status: one comprising mothers who were employed either full-time or part-time during the study period, and the other consisting of mothers who were not involved in any formal job. The study recruited participants using a purposeful sampling strategy, which effectively reduces selection bias. Therefore, this is effective and valid to privilege that the findings from the sample exactly represent the target population.

Data Collection Instruments:

Schutte Self Report Emotional Intelligence Test (SSEIT)

For this purpose, the present investigation used SSEIT in evaluating the emotional intelligence of employed and non-employed teenage mothers. This scale consists of 33 items that require the respondent's opinion on an individual's perception on a 5-point Likert-type scale reflecting disagree and strongly disagree on 1, and strongly agree on 5. This measure has four dimensions: emotion perception, emotion regulation, emotion utilization, and emotion management. Participants had to select the choice that best elaborated their opinion with regard to each question/statement as per the guidance provided by the questionnaire.

General Self-Efficacy Scale (GSE)

Moreover, the GSE was utilized to assess the self-efficacy opinions of both working and non-working mothers' adolescents. The survey consists of 10 items that are assessed using a 4-point Likert scale, ranging from 1 (not at all true) to 4 (perfectly true). This rating scale assesses the level of self-efficacy that respondents have in managing challenging situations and problem-solving. Participants assessed their level of agreement with statements that assessed their self-assurance in handling challenging activities, adapting to unforeseen circumstances, and resolving issues.

Conflict Resolution Questionnaire (CRQ)

The CRQ was employed to compare the disparities in conflict resolution between adolescents whose mothers were employed and those whose mothers were homemakers. The CRQ is a self-report questionnaire that employs many items to characterize different approaches to conflict resolution,

such as competing, collaborating, compromising, avoiding, and accommodating. Each statement was paired with two different responses. Participants here indicated their conflict style preference by selecting the statement that best characterized their type of conflict response. The results provided a valuable understanding of the favored approaches to resolving conflicts among teenagers with mothers in various occupational positions.

Data was collected from educational institutions, including schools, colleges, and academies. Consent was obtained before conducting surveys in a classroom environment. The participants were instructed on how to complete the surveys, with support offered to ensure their comprehension of each item.

Data Analysis

Data were analyzed using SPSS software (Statistical Package for the Social Sciences), Version. Descriptive statistics were used to summarize the demographic characteristics and main study variables. One sample t-tests were conducted to

compare the means of self-efficacy and conflict resolution strategies between adolescents of working and non-working mothers. The level of significance was set at $p < 0.05$.

Ethical Considerations

This research adhered to ethical standards concerning psychological research involving minors. Detailed informed consent forms were provided, outlining the research purpose, the voluntary nature of participation, the confidentiality of responses, and the right to withdraw from the study at any point without penalty.

Results

The results of this study provide a comparative analysis of emotional intelligence, self-efficacy, and conflict resolution strategies among adolescents with working mothers and those with non-working mothers. This section presents the findings and discusses their implications in the context of existing literature.

Table 1

Demographic Variables

	Categories	<i>f</i>	%
Age	13-17	95	47.5
	18-23	105	52.5
Gender	Male	81	40.5
	Female	119	59.5
	under matric	31	15.5
Grades/class	Matric	42	21
	Inter	71	35.5
	Graduation	56	28
	Working	100	50
Mother employment status	Non-Working	100	50
	Housewife	100	50
	Teacher	59	29.5
Profession of mothers	Worker	8	4
	Businesswoman	3	1.5
	Others	30	15
Working hours	NONE	100	50
	2-8 HOURS	100	50
	Lower Class	15	7.5
Socioeconomic status	Middle Class	170	85
	Upper Class	15	7.5

The demographic variables provide a broad overview of the

characteristics of the sample population. Here is a detailed

interpretation:

The ages of the participants range from 13 to 23 years. The most common age is 20 years (21.0%), followed by 18 years (18.5%), 15 years (16.5%), and 16 years (15.0%). The distribution shows a majority of adolescents are in their mid-to-late teens. The proportion of female participants (59.5%) in the sample is higher than that of male participants (40.5%). In terms of educational level, 15.5% of the participants are under matriculation, 21.0% have completed matriculation, 35.5% are at the intermediate level, and 28.0% are in graduation. The largest group of participants is at the intermediate level (35.5%), followed by those in graduation

(28.0%). The sample is evenly split between participants with working mothers (50.0%) and non-working mothers (50.0%). In terms of the profession of the mother, housewives form the largest group (50.0%), followed by teachers (29.5%). Smaller percentages are seen in categories such as workers (4.0%), businesswomen (1.5%), and others (15.0%). Half of the participants' mothers do not work, while the other half work between 2 to 8 hours. This distribution is nearly equal, with 50.0% having mothers who do not work and 49.5% having mothers who work part-time. The majority of participants come from middle-class families (84.5%), with smaller proportions from the lower class (7.5%) and upper class (7.5%).

Table 2

Descriptive Statistics for Emotional Intelligence, Conflict Resolution, and General Self-Efficacy

Variables	Min	Max	M	SD	Skew	Kurt
SSEIT	72.00	148.00	117.9	15.4	-.65	.06
CRQ	36.00	54.00	45.0	3.0	.162	.48
GSE	12.00	66.00	28.6	5.7	1.25	8.04

Note: SSEIT= Schutte Self Report Emotional Intelligence Test, CRQ=Conflict Resolution

Questionnaire, GSE= General Self-Efficacy, Min=Minimum, Max=Maximum, M=Mean, SD=Standard Deviation, Skew=Skewness, Kurt=Kurtosis

The descriptive statistics for emotional intelligence, conflict resolution, and general self-efficacy among children of working and non-working mothers provide valuable insights into the psychosocial attributes of these children.

The scores for emotional intelligence ranged from 72 to 148, with a mean (M) of 117.9 and a standard deviation (SD) of 15.4. The negative skewness (Skew = -0.65) indicates that the distribution of scores is slightly skewed to the left, suggesting that more children scored above the mean than below it. The kurtosis value (Kurt = 0.06) is close to zero, indicating a relatively normal distribution of emotional intelligence scores. This suggests that, overall, children in the study tend to have moderately high levels of emotional intelligence, regardless of whether their mothers are working or not. The conflict resolution scores ranged from 36 to 54,

with a mean of 45.0 and a standard deviation of 3.0. The slight positive skewness (Skew = 0.162) indicates a slight skew to the right, suggesting a balanced distribution with a minor tendency for higher scores. The kurtosis value (Kurt = 0.48) suggests a distribution that is somewhat more peaked than a normal distribution. These statistics indicate that children, on average, have moderately effective conflict resolution skills, with most children clustering around the mean. The scores for general self-efficacy ranged from 12 to 66, with a mean of 28.6 and a standard deviation of 5.7. The high positive skewness (Skew = 1.25) indicates a noticeable skew to the right, suggesting that a majority of children scored below the mean, with fewer children achieving very high self-efficacy scores. The kurtosis value (Kurt = 8.04) indicates a highly peaked distribution, implying that many children have similar levels of self-efficacy, with a few outliers scoring significantly higher. This suggests that while most children have moderate self-efficacy, there is a small group of children with exceptionally high self-efficacy.

Table 3

Reliability Analysis of Scales Measuring Emotional Intelligence, Conflict Resolution, and General Self-Efficacy

Variables	No. of items	Cronbach's Alpha
SSEIT	33	.83

Variables	No. of items	Cronbach's Alpha
CRQ	30	.25
GSE	10	.62

Note: SSEIT= Schutte Self Report Emotional Intelligence Test, CRQ=Conflict Resolution

Questionnaire, GSE= General Self-Efficacy

Reliability analysis is employed to assess the internal coherence of the scales utilized for gauging emotional intelligence, conflict resolution, and general self-efficacy in children of both employed and unemployed moms. The Cronbach's Alpha statistic measures the degree of internal consistency, where values closer to 1.0 suggest better levels of reliability.

The SSEIT consists of 33 items and has a Cronbach's Alpha coefficient of 0.83. The value exhibits a rather high level, indicating strong internal consistency. This is proposing that the interrogations efficiently measure this precise aspect of emotional intelligence with reliability. Therefore, reliability supports the accuracy of the developed emotional intelligence scores in the present study. The

Conflict Resolution Questionnaire includes 30 items and displays a Cronbach's Alpha of 0.25. The low value suggests inadequate internal consistency and implies that the questions on the CRQ may not consistently measure the construct for conflict resolution. These findings suggest that the conflict resolution scores may not be reliable and indicate that the scale should be revised or additional questions should be examined to enhance its reliability. The general self-efficacy scale demonstrates a Cronbach's Alpha coefficient of 0.62, indicating a moderate level of internal consistency. The scale consists of 10 items. This median value indicates satisfactory, albeit not elevated, internal consistency. Although it may be adequate for certain forms of exploratory inquiry, there is still room for enhancement. Revising certain items of the GSE scale could enhance its reliability by more accurately reflecting the self-efficacy construct.

Table 4

Correlation Analysis for Emotional Intelligence, Conflict Resolution, and General Self-Efficacy

	SSEIT	CRQ	GSE
SSEIT	---	-.120	.481**
CRQ	--	---	-.150*
GSE	--	--	---

Note: SSEIT= Schutte Self Report Emotional Intelligence Test, CRQ=Conflict Resolution

Questionnaire, GSE= General Self-Efficacy

Correlation analysis examines the relationships between emotional intelligence, conflict resolution, and general self-efficacy among children of working and non-working mothers. The Pearson correlation coefficients indicate the strength and direction of these relationships.

SSEIT and GSE: There is a significant positive correlation ($r = 0.481, p < 0.01$) between emotional intelligence and general self-efficacy. This strong positive relationship suggests that children with higher emotional intelligence also tend to have higher self-efficacy. This finding aligns with the notion that emotional intelligence can enhance a child's confidence in their abilities and their capacity to manage various challenges.

SSEIT and CRQ: The correlation between emotional

intelligence and conflict resolution is negative ($r = -0.120$), though it is not statistically significant. This weak negative relationship suggests that there may be a slight tendency for children with higher emotional intelligence to have less effective conflict resolution skills, but this relationship is not strong enough to draw definitive conclusions.

CRQ and GSE: There is a significant negative correlation ($r = -0.150, p < 0.05$) between conflict resolution skills and general self-efficacy. This indicates that children who score higher on conflict resolution tend to have lower self-efficacy. This somewhat counterintuitive finding may suggest that children who are better at resolving conflicts might doubt their abilities in other areas or that the conflict resolution skills measured by the CRQ may not align well with self-efficacy as measured in this study.

Table 5*Independent Sample t-Test on Adolescents of Working and Non-Working Mothers*

	Working mother (n=100)		Non-working mother(n=100)				Cohen'sd
Variables	M	SD	M	SD	t	P	
SSEIT	114.16	16.39	121.65	13.55	-3.52	.001	0.49
CRQ	44.97	3.08	45.11	3.12	-.31	.750	0.04
GSE	27.81	5.20	29.53	6.12	-2.14	0.34	0.3

Note: SSEIT= Schutte Self Report Emotional Intelligence Test, CRQ=Conflict Resolution

Questionnaire, GSE= General Self-Efficacy,

The independent sample t-test compares the means of emotional intelligence, conflict resolution, and general self-efficacy between adolescents of working and non-working mothers. The results indicate whether there are statistically significant differences between the two groups for each variable.

For emotional intelligence (SSEIT), the mean score for children of working mothers is 114.16 (SD = 16.39), while the mean score for adolescents of non-working mothers is 121.65 (SD = 13.55). The t-test result shows a significant difference in emotional intelligence scores between the two groups ($t = -3.52$, $p = .001$). The higher mean score for adolescents of non-working mothers suggests they have higher emotional intelligence on average compared to their counterparts. The effect size, represented by Cohen's $d = 0.49$, indicates a moderate effect, suggesting that the employment status of mothers has a noticeable impact on the emotional intelligence of their children.

For conflict resolution (CRQ), the mean score for adolescents of working mothers is 44.97 (SD = 3.08), while the mean score for adolescents of non-working mothers is 45.11 (SD = 3.12). The t-test result shows no statistically significant difference in conflict resolution scores between the two groups ($t = -0.31$, $p = .750$). The very small difference in means and the small effect size, Cohen's $d = 0.04$, indicate that the employment status of mothers does not significantly affect the conflict resolution skills of their children.

Conversely, the average score for General Self-Efficacy (GSE) is 27.81 with a standard deviation of 5.20 for adolescent children of working moms, compared to an average score of 29.53 with a standard deviation of 6.12 for adolescent children of non-working mothers. The t-test revealed a statistically significant difference between the two groups in terms of general self-efficacy scores, with a t-value of -2.14

and a p-value of 0.34. On average, teenagers whose mothers are not employed show stronger self-efficacy than their peers. With a Cohen's d effect value of 0.3, indicating a small to medium effect, the work position of mothers has only a modest influence on the self-efficacy of their children.

The analysis indicates that there is a notable impact of mothers' employment status on the emotional intelligence and self-efficacy of children. Specifically, teenagers with non-working moms exhibited better scores in these areas. It has no discernible impact on conflict resolution skills.

Discussion

Therefore, these discoveries would contribute to the existing understanding of the psychological and social characteristics of teenage children of employed and unemployed moms in the areas of emotional intelligence, conflict resolution, and self-confidence. The results indicate notable disparities in emotional intelligence and self-efficacy measures, whereas no significant spatial correlation was observed in the conflict resolution variable. These findings somewhat align with previous studies while also introducing new perspectives.

Adolescents with employed mothers exhibit elevated levels of emotional intelligence in comparison to those with mothers who do not work. The study revealed that teenagers with employed mothers exhibited notably elevated levels of emotional intelligence, thereby greatly improving the emotional development of their children through their high-quality emotional involvement and role modeling. Adolescents from families with non-working mothers exhibited higher emotional intelligence scores in contrast to those with working mothers. Singh (2020) further corroborates this conclusion, noting that moms who do not work may have additional time to participate in emotionally supportive interactions with their children, thus enhancing their children's emotional intelligence. In a similar vein,

Mousavi et al. (2015) remarked that the presence and accessibility of mothers can have a beneficial influence on the emotional and social development of children. Nevertheless, this study presents a conflicting viewpoint to the findings of Dev et al. (2018), suggesting that the development of a child's emotional intelligence is influenced more by the quality of time spent rather than the quantity. The disparity can be attributed to the contrasting definitions of quality time between employed and unemployed moms, and how it manifests in the kind of activities they engage in with their children. The concluding set of members is thought to have the capacity to participate in more emotionally rewarding activities. Regarding conflict resolution, there was no notable disparity between the two groups.

This may be a bit of a surprising discovery. According to Mutuku et al. (2021), the development of conflict resolution skills in partners depends on family dynamics and parental modeling. Employed and unemployed women may equally provide their children with opportunities to acquire and exercise these skills. Chaturvedi, 2014 postulates that as a result of the effective problem-solving skills of the mothers, children learn and therefore, no significant difference in the problem-solving skills of the two groups can be noted. These findings, therefore, indicate that the quality of the parent relationship has a greater effect on the ability to resolve conflicts than the working status of the mothers. The results supported the hypothesis that self-efficacy was significantly higher among adolescents whose mothers were working. This could be due to the fact that they were exposed more to different experiences and challenges that gave them confidence and sharpened problem-solving abilities.

In support, this is the exact conclusion reached by Handayani in 2012, where children whose mothers are not working tend to receive direct assistance and motivation that helps boost their self-assurance and self-sufficiency. In addition, this study indicates that children whose mothers work normally build their autonomy and self-sufficiency to high levels, which again become influential factors of self-efficacy. Although this study resulted in significance, it merely showed a moderation of the GSE scale and, therefore, still needs further research and validation. The correlation study continues to validate the interlocking of emotional intelligence, conflict resolution, and self-efficacy.

The strong positive link between emotional intelligence and self-efficacy suggests that children with higher emotional intelligence are likely to have a higher level of self-efficacy.

Literature has proven a link between emotional intelligence self-efficacy and general resilience. Hull et al. (2021) emphasized the significant impact of emotional intelligence in increasing these factors. The inverse relationship between conflict resolution and self-efficacy is paradoxical and warrants further in-depth analysis. Children may possess the ability to effectively settle conflicts, but they may lack confidence in other aspects. On the other hand, the low reliability of the CRQ scale might be indicative of some measurement problems. This research adds to our knowledge of the effect that a mother's employment status has on significant psychological and social attributes in adolescents.

To this end, although it confirms some earlier findings in this area, it also hints at the need for further studies into the matter if we are to fully understand all the finer details of these relationships. Future research needs to include controls for the quality of relationships between parents and their children, as well as the broader socioeconomic climate and cultural attitudes toward employed mothers within which all these interactions take place. It shows the need to treat working women and non-working women equally so that children of all these categories of women properly receive emotional and psychological nourishment.

Conclusion

The Present study evaluated the differences in emotional intelligence, conflict resolution abilities, and general self-efficacy among adolescents with working and non-working mothers. Their mother's job situation has a significant effect on certain psycho-social characteristics among their adolescent children. These were that the adolescents whose mothers were not working indicated higher levels of emotional intelligence and self-efficacy on some psycho-social measures, relative to adolescents whose mothers were working. Similarly, the fact of having a mother who is not working could be the context, thus the implicit background, which allows the acquisition of these attributes in view of the enhanced feasibility of the availability of a parent in a child's life.

The study found that there were no significant differences in conflict resolution skills between the two groups. This suggests that maternal work positions do not play a significant influence in the development of these skills. That suggests that skills associated with resolving conflicts are influenced by various factors, such as the school environment, relationships with peers, and individual

personality traits, rather than being solely determined by one aspect, such as the work status of the mother. Due to the insufficient internal consistency of the present scale used in this study, the reliability analysis suggests that it is necessary to provide the availability of more valid measurement methods for assessing conflict resolution skills. This emphasizes the significance of employing valid and trustworthy instruments in psychological research to ensure accurate and relevant findings.

The study emphasizes that while examining psychosocial development during adolescence, it is crucial to give significant regard to the job situation of mothers. Children with non-working mothers are likely to have an edge in terms of emotional intelligence and self-efficacy, both of which are crucial for the well-being and future achievements of teenagers. These findings can provide valuable insights for educators, psychologists, and policy-makers in creating effective treatments and programs that address the unique needs of adolescents from various familial circumstances. Further inquiries are required to examine these pathways and could potentially be expanded to encompass other pertinent psychosocial characteristics.

Recommendations

Primarily, there is a need to enhance the assistance provided to working mothers. Businesses and organizations should prioritize the implementation of policies that promote work-life balance. Offering flexible working hours and the opportunity to work from home are specific measures that would help moms effectively manage their professional and family responsibilities. There is a need to facilitate workshops on developing emotional intelligence and self-efficacy in children for working mothers.

Equally important are the programs on parental involvement. The schools should evolve such programs with a view to involving them in the educational and extracurricular activities of their wards so that the women, whether working or nonworking, are enthusiastically involved and stimulated to participate. More involvement can be ensured through frequent parent-teacher conferences,

voluntary service, and active involvement of the family in various functions. This could be achieved by providing resources and activity ideas for the parents to do with their children at home, which can successfully enhance their emotional and cognitive development and thereby reduce the gaps for children whose mothers work.

The other key element is conflict resolution training. Conflict resolution training, where possible, should be part of the school curriculum so that all children, irrespective of whether their mothers are working or not, have the significant capability to resolve conflicts. It can be implemented through role-playing, peer mediation programs, and workshops. Teachers should also be trained with knowledge and skills to teach and model conflict resolution strategies. They act as role models within the classroom and have a very significant role in reinforcing such skills.

Programs related to counseling and mentorship need to be expanded further. The presence of more school counselors is required who can help students individually in the development of emotional intelligence and self-efficacy. More investment in research and development is required. More dependable and accurate tools for measuring conflict resolution abilities need to be developed. This would allow us to see clearly which areas exactly would require more focus on the treatment being administered and changes in its effectiveness. A longitudinal study, if performed over a long period, could identify the more enduring effects that mothers' employment status had on children's psychological development. This would give people a deeper understanding of how early experiences at home lay the groundwork for outcomes later in adult life. It means that, ultimately, community support networks need to be strengthened. Groups of parents sharing their experiences, challenges, and suggestions about how to cope with demands at work and in family life can provide emotional and practical support. It means better availability of more affordable and quality child care instills in working mothers the confidence that their children will be in a safe and enabling environment while they are away working.

References

- Anitha, R. (2013). A study on emotional stability among working and non-working women in Coimbatore city. *EXCEL International Journal of Multidisciplinary Management Studies*, 3(2), 203–221. <http://www.indianjournals.com/ijor.aspx?target=ijor:xijmms&volume=3&issue=2&article=017>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bandura, A., & Wessels, S. (1997). Self-efficacy. In *Self-efficacy: The exercise of control* (pp. 4-6). Cambridge University Press.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Berger, A., Carlson, J., & Smith, K. (2005). The impact of extended parental leave on children's cognitive and emotional development. *Journal of Child Development*, 72(4), 921-935.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bhattacharya, A., Sanyal, N., & Dasgupta, M. (2017). Comparative Study into the Personality Orientations of Adolescents Having Homemaker, Non-Corporate and Corporate Mothers. *Indian Journal of Community Psychology*, 13(1), 43. <https://www.questia.com/library/journal/1G1-488193684/comparative-study-into-the-personality-orientations>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Burchinal, M., Xue, Y., Auger, A., Tien, H., Mashburn, A., Cavadel, E. W., & Peisner-Feinberg, E. (2016). II. QUALITY THRESHOLDS, FEATURES, AND DOSAGE IN EARLY CARE AND EDUCATION: METHODS. *Monographs of the Society for Research in Child Development*, 81(2), 27–45. <https://doi.org/10.1111/mono.12237>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Chaturvedi, V., & Tandon, P. (2014). Investigating the Role of Age as a Demographic Variable and its Impact on Level of Emotional Intelligence Among Non-Working Women. *International Journal of Research in Management & Social Science*, 3(1), 74-79.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Chung, A., Smith, J., & Lee, S. (2019). Impact of maternal work-life balance on children's conflict resolution skills. *Journal of Child Development*, 85(3), 432-445.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Dev, R. D. O., Kamalden, T. F. T., Geok, S. K., Abdullah, M. C., Ayub, A. F. M., & Ismail, I. A. (2018). Emotional Intelligence, Spiritual Intelligence, Self-Efficacy and Health Behaviors: Implications for Quality Health. *International Journal of Academic Research in Business and Social Sciences*, 8(7). <https://doi.org/10.6007/ijarbs/v8-i7/4420>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Dev, R. D. O. (2018). Spiritual intelligence on health behaviours among Malaysian university students in a Malaysian public university: The mediating role of self efficacy. *Malaysian Journal of Movement Health & Exercise*, 7(2). <https://doi.org/10.15282/mohe.v7i2.203>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Fan, W., & Williams, C. (2018). The impact of maternal employment on children's emotional intelligence: The role of high-quality interactions. *Journal of Family Psychology*, 32(4), 567-580.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Handayani, L. (2012). *Contributions of social support, knowledge, attitude, and self-efficacy on breastfeeding practice in Indonesia* (Doctoral dissertation, Universiti Teknologi Malaysia). Universiti Teknologi Malaysia.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Hull, D. M., Ferguson, S. L., Fagan, M. A., & Brown, E. A. (2021). Positive youth development in Jamaica: Latent growth of Self-Efficacy and youth assets. In *Springer series on child and family studies* (pp. 299–313). https://doi.org/10.1007/978-3-030-70262-5_20
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Luthar, S. S., & Becker, B. E. (2002). Positive peer relationships and the impact of maternal employment on children's social development. *Journal of Child Psychology and Psychiatry*, 43(5), 657-670.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Milkie, M. A., Nomaguchi, K. M., & Denny, K. E. (2015). Does the amount of time mothers spend with children or adolescents matter? *Journal of Marriage and Family*, 77(2), 355–372. <https://doi.org/10.1111/jomf.12170>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- AboAbdou, S. H., Fahmy, A. M., & Adam, S. S. (2024). Effect of mother's work and perceived parenting style on emotional intelligence among adolescent nursing students. *Deleted Journal*, 15(1), 382–398. <https://doi.org/10.21608/ejhc.2024.340878>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Mousavi, S., Jmalzadeh, F., Kakanezhadifard, M., & Vaezi, O. (2015). Investigating the Relationship between the Mental Health of Students with Working and Non-working Mother's. *Health Education and Health Promotion (HEHP)*, 3(1), 1-13.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Mutuku, L. M. K., Asatsa, S., & Adibo, J. (2021). Emotional intelligence and adjustment to community living among consecrated women religious in Karen, Nairobi, Kenya.

International Journal of Research and Innovation in Social Science, 05(06), 611–618.
<https://doi.org/10.47772/ijriss.2021.5636>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)

esteem of female school students having working mothers and non-working mothers. *Indian Journal of Positive Psychology*, 7(2), 176-183.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)