INFLUENCE OF MOTHER'S EMPLOYMENT ON PRE-SCHOOL CHILDREN'S SOCIO-EMOTIONAL DEVELOPMENT IN NORTH-WEST NIGERIA

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DECLARATION

It is hereby declared that this thesis Influence of Mothers Employment on Pre-school Children's Socio-Emotional Development in North-West Nigeria was written by me in the department of Vocational and Technical education Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Prof. E. Ike and Prof. T.O. Ojo.

Haruna Aisha **Date**

CERTIFICATION

This thesis titled: "Influence of Mother's Employment on their Pre-school Children's Socio/Emotional Development in Northwest Nigeria" by A'isha Haruna meets the regulations for the award of Masters' Degree in Home Economics Education (M.Ed) of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

To God Almighty, the giver of knowledge and success. Also to my late father Alhaji Haruna Gumel and my mother Fatima Umar.

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OPERATIONAL DEFINITION OF TERMS

Some terms are briefly described as used in the research:

Working Women: This refers to women who are engaged in employment that requires some level of skills. In the context of this work, working women refers to teachers, bankers, medical/paramedical staff.

Pre-School Children: Children that are beginning to learn how to interact with their peers and other people around them

Pre-School Age: The period between three to five years. it is a period prior to entry into primary school.

Nannies: Women or young girls who are employed by working mothers to take care of their children while they are away at work. They can be relative's house help or nabours teachers.

Social Development: This refers to child's ability to learn to get along with others in a socially acceptable way.

Emotional Development: This refers to a child's growing ability to express feelings.

Bonding: The process of establishing strong emotional relationship by the child to the mother.

Pre-Gang Age: Time of rapid assimilation of new stimuli, experiences and ideas.

Maternal Attachment: Mother/child strong feeling of affection.

Teachers: In the context of this work refers to nursery school, primary school and secondary school teachers.

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ABSTRACT

The study was undertaken to determine the influence of mothers' employment on pre-school children's socio-emotional development in Northwest Nigeria. The specific objectives were to: Establish the influence of mother's type of employment on preschool children's socio-emotional development, determine the impact of hours spent by mothers at work on socio-emotional development of their pre-school children, assess the attachment patterns of pre-school children to their working mothers, and also determine the differences among teachers, bankers and medical personnel mothers employment to their pre-school children socio-emotional development. Four research questions and four null hypotheses were formulated to guide the study. The sample comprised working mothers in the northwest zone. A total of four hundred and six working mothers from teaching, banking and medical and paramedical professions were randomly selected for the study. Questionnaire made up of thirty four structured items was used for the study. Mean (X), Pearson Product Moment Correlation Coefficient and ANOVA statistical test at 0.05 level of significance were used to analysed the data obtained. The findings revealed among others that mothers type of employment had an influence on the socio-emotional development of pre-school children. The hours mothers spent at work affect the socio-emotional development of their pre-school children. Based on the findings, it was recommended among others that, mothers should be flexible in dealing with their profession work and their children, government and other parastatals and organisations should reconsider the hours of work for mothers in order to strengthen mother/child attachment so that children will be provided with love, care and affection needed for proper development.

CHAPTER ONE

INTRODUCTION

1.9 Background of the Study

The reality of mothers having to work outside the home has come to stay, and children must of necessity be properly socially and emotionally trained. So it is high time to strike a balance between working status of mothers, and proper socialization and emotions of their children. Emotional attachment and social training processes must begin shortly after birth at early childhood. It is most intense and most crucial period during which children acquire and learn the fundamentals of their culture. It is also a period when much of individual human personality takes shape. Much of this learning takes place in the early (formative) years at a time when the child is under the influence of the mother.

The combination of mothers' employment and parental roles may lead mothers having more control over their work, finding it uneasy to meet the needs of their children. It is a fact that children need their mother's presence for a healthy development all round especially during the pre-school years. The optimal development of children is considered vital to society. Before the introduction of formal western system of education; mothers generally remained at home most of the time as full-time house wives. They had ample time to participate fully in all-round development of their children. Such is not the case now because many mothers who have the opportunity to be educated go to their places of employment for almost eight hours a day. Therefore, working mothers may likely have less time to care for children, as such there isn't that mother/child intimacy, therefore, the social and emotional bonded relationship suffers, and this may influence the child negatively. Glezer and Wokott (2005) were of the opinion that mothers who work full time in professional and managerial jobs are likely to dedicate more time over their work making it uneasy to fit in the demand of children especially at their early childhood.

In those days, parents prepare their children for future through instilling in them values and behaviors that will ensure their success as adults. Social training that leads to self discipline is consciously taught to the child at home by mothers. Such is the normal situation. But today most parents (especially mothers) are not always available to play that role fully particularly working mothers. The mothers influence is paramount during pre-school years, as the interaction of the child entirely confined to the mother, and the child internalizes whatever he perceives around him. The child considers his parents as models for his behavior and his adjustment to life. Labor force participation among mothers with pre-school age children has increased dramatically particularly in the teaching, medical paramedical and banking profession. This labor sector is often characterized by none standard work hours such as evening, night, and rotating weekend. Tugga (2012), said, mothers should not hold managerial position whereby they have less time to look after children, more quality of time within the family unit is needed. If mothers understand that they need to have a grip of their children, it will help them model their behavior. Tugga further said, if children are brought up without being model by their immediate parents (mothers and fathers) there will be problem of socio/emotional development. Kunle (2012) ascertained that it is the women's primary responsibility to bring up a child and monitor the way the child behaves and assess whether that behavior is appropriate or not and model that behavior. Kunle further said "Don't leave your children solely to the house help; you need to give them attention and be close with them so that they can develop well all round. The child develops patterns of social behavior similar to those of his parents. There are certain socio/emotional needs without which a child can not attain self-reliance, good relationship with others around, and contentment in life. For instance, need for love, affection, respect, approval and need for security among others (Choudhury, 2002). A strong attachment is facilitated by mothers who are sensitive and responsive to the child's need and who are generally warm and accepting. Mother's acceptance of the child's value might be particularly important for the self image of the children during the initial period of self awareness. If children feel valued and loved, their self images are apt to be positive and they are likely to feel confidence in their imagine abilities (Mussin, Conger, Kagan and Huston, 1990).

Human development is the orderly set of changes that occur over time as individual moves from conception to death. Three features characterize these changes; growth, differentiation and complexity. Although each of these aspects of development is most apparent in the very young, development itself is a life long process and follows certain principles for example proceed from general to specific and it is a continued process (Chawhan, 2006). Pre-school age is the period between three to five years. It is the period prior to entry into primary school (National Policy on Education, 2004). It is the period of pre-operational when children start to develop empathy, that is, the ability to recognize and understand the feeling of others; also the time children began to help others without expecting a reward (Piaget, 2001). Hammes (2000), referred to social development in children as a social revolution. This involves learning the values, knowledge and skills that enables the child to relate to others effectively and to contribute in positive way to family, school and the community which is passing on to the child in-directly through social relationship with in the family.

Emotional development refers to a child's growing ability to express feelings. All children have many emotions including feeling of happiness, love fear, sadness, anger and jealousy. Young children show their emotions freely and without embarrassment. Their mood may change quickly and frequently. During the pre-school years children shift quickly from one intense emotion to another and back again. Moreover, pre-scholars have not learned to modify their reactions according to their situations. Emotions reflect a person's innermost thoughts and feelings. Social behavior help children to reveal their emotional feeling in sudden outburst, or they may be subtle and hardly noticed. Mother's supervision is a way of controlling the behaviour by the standard principles of the family. Mothers have a moral obligation to love and cherish their children and to bring them up to be useful members of society. The responsibilities of motherhood include being a caregiver, a nurturer, a teacher and a role model (Santroc, 2001). However, emotional attachment and social training processes must begin shortly after birth. At early childhood, maternal attachment is most intense and most crucial.

Socio-emotional development therefore, includes the ability to initiate and maintain secure relationships. During this development, a child learns how to approach other children, how to negotiate issues, how to take turns, and how to communicate effectively. It is the ability to leave effectively within the family and later to function capably within the neighbourhood. It is the feelings and attitude about one self and others. During the pre-school years children have effect on others and simultaneously been affected by others in their life's as they learn more during early years particularly from parents, teachers and peers. The socio/emotional domains encompass for essential aspects of children development, education and social skills, emotional strength and stability. (Http/www.krepublishers.com /02-jonal/jss/jss-10-0-000-000-2005).

Research conducted in 1991-1992 revealed that 30% of mothers were in higher management position in the work place. Spender (1994) stated that more girls than boys are finishing high schools, and are pursuing higher education. Therefore, more mothers are entering employment and this has focused attention on family life. Haralambos and Holbon (2007) observed that maternal labor market participation during the early years of children; particularly during the first five years of life affect their socio-emotional development. Chrocher and Zanden (2009) reported that mothers with pre-school children who enter paid labor force hard to make arrangement for someone to take care of their children during the day. They reported further that many children below the age of seven were receiving inadequate care from their mothers, as such the children lack mother-child attachment and bonding.

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that

develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching. Medical profession include doctors, nurses, respiratory therapists to laboratory technologists and many others who have respectful, polite, caring and high standard of ethics in regard to not only patients but to their family members.

Banking as a profession has been there since the man started trading among cities and countries around the world. it has changed its shape and form, the Banking industry as we know it today is a result of innovations that took place in the 16th, 17th and 19th century, and banking industry has become one of the most dominating driving force of the systems around us. Today modern Banking industry can be divided into several different sectors or categories, some of the most popular sectors in banking industry: Commercial Banking, Cooperative Banking, Depository Banking, Investment Banking, Private Banking, Retail Banking. Mothers are found in all these categories of banks and have been found to excel (Steven, 2009).

1.10 Statement of the Problem

It has been observed by the researcher that employed mothers frequently experience stress such as difficulty in finding adequate child care and guilt over lack of time for their children. Many working mothers are likely to come home late and are likely to feel emotionally frustrated as well as physically tied. They may find themselves withdrawing emotionally from their children.

For most people, the role of mother is perceived to include certain actions that support their children's developmental process especially during early years of childhood. Working mothers have been accused of abandoning this traditional responsibilities and seeking to neglect their children. Some of them leave for work early enough before their children wakeup in the morning and return from work late after they might have slept, therefore, they seriously need

someone else to help them look after their children without considering the repercussions. It is an everyday argument that the children who are away from their mothers for a significant amount of time daily during their early years of life may suffer variety of difficulties in attachment with their parents. While working mothers value their children's socio-emotional needs, they lack time in assessing these needs.

Some men refused their wives to work despite their high level of educational qualification because they believe that their children would not experience strong attachment to their mothers and this may affect a child socially and emotionally in the future. On the other hand, the working mothers argued that their work would not affect their children's socio-emotional development because they will employ nannies, relatives, neighbors or take them to the daycare centre to look after them in their absence.

Employment of women is on the increase all over the world and in the northwest Nigeria inclusive. Alali (1999) reported that today about $^{2}/_{3}$ of all educated married mothers with children under the age of seven are in the work force outside the home. The working mother in the northwest Nigeria has a schedule of work time and her role as mother at home. Therefore, they may spent more hours at work and may likely have limited time spent with their pre-school children. These problems instigated the researcher to examine the influence of mothers' employment on socio-emotional development of pre-school children in the northwest Nigeria.

1.11 Objectives of the Study

The general objective of this research is to investigate the influence of mothers' employment on socio/emotional development of pre-school children in northwest Nigeria.

The specific objectives of the study are to:

1. assess the influence of mother's type of employment on pre-school children's socio/emotional development.

2. determine the influence of hours spent by mothers at work on socio/emotional development of pre-school children.
3. assess the pre-school children's attachment pattern to their working mothers.
4. determine the differences among Teachers, Bankers and Medical/Paramedical personnel's employment of mothers on socio/emotional development of pre-school children

1.12 Research Questions

The following questions will be raised and answered during the study:

1. To what extent does maternal type of employment influence pre-school children's social emotional development?
2. How do the hours spent by working mothers at work influence their pre-school children's socio-emotional development?
3. What are the pre-school children attachment patterns to their working mothers?
4. What is the difference among Teaching, Banking and Medical work of employed mothers on their pre-school children socio-emotional development?

1.13 Research Hypotheses

The following are the null hypotheses of the study:

Ho_1: There is no significant influence of mothers' employment and socio emotional development of pre-school children in northwest Nigeria.

Ho_2: There is no significant influence of hours spent by mothers at work and socio-emotional development of their pre-school aged children in northwest Nigeria.

Ho_3: There is no significant influence of pre-school children attachment pattern to their working mothers.

Ho_4: There is no significant difference among Teachers, Banker, Medical and Para-medical personnel in their maternal attachment to their pre-school age children.

1.14 Significance of the Study

- The study will be beneficial to:
- Mothers
- Family Therapists
- Policy Makers
- Nursery School Teachers
- Educated Women
- Work Organizations

The result of the study will help to enhance child rearing technique.

The research finding could, reveal areas that mothers may not possibly be aware of talk less of doing something about it. Therefore, it will help mothers to consciously work towards filling the gaps that may be created so that the children's emotions will not be affected in terms of their social development.

The study will also give some useful information to family therapist which help them identify the challenges children of working mothers are facing and make suggestions on how best to minimize those challenges.

It will also be of significant value to policy makers to set standard rules and regulations so that young children of working mothers may not be affected in the process of their development socially and emotionally.

The study will enlighten nursery school teachers and daycare centres on how to handle children with socio-emotional problems.

The study will guide educated mothers on the type of employment they will choose.

The fact that outside jobs by educated mothers has come to stay, there is need for proper arrangement for their young children. This study will help various organization who have mothers with pre-school age children to make adjustment for their working hours or have proper plan for

them on where to keep their children with in the organization premises so that the problem of having to leave their small children at home will be limited.

1.15 Basic Assumptions of the Study

The researcher assumed that the baseline of the problems of most society is having children with poor social and emotional development foundations. Other assumptions of the study are:

1. Mother's employment affects socio/emotional development of the child.
2. Hours spent at work by mothers does not allow for sound development of their children, socially and emotionally.
3. Hours spent at home by mothers will foster socio/emotional development of their pre-school aged children.
4. Working mothers generally have poor attachment with their children.
5. The higher rate of children in socio/emotional problem in the society today, stems from poor attachment of working mothers with their pre-school children

1.16 Delimitation of the Study

The study assessed the influence of mother's employment on the socio-emotional development of pre-school children in North-West zone which comprised of seven states – Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara.

The study was delimited to working mothers who are Teachers, Bankers and Medical personnel. These three profession were chosen because they are skilled in their various professions and are in better position to respond and state their experience on the variables of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with review of related literature under the following sub-headings:

2.1 Theoretical frame work of children's socio/emotional development
2.2 Conceptual framework
2.2.1 Concepts of development
2.2.1.1 Human development
2.2.1.2 Child development
2.2.1.3 Principle of child development
2.3 Characteristics and features of pre-school children
2.4 Social development of preschool age children
2.5 Emotional development of preschool age children
2.6 Maternal attachment
2.7 Attachment pattern
2.8 Concept of employment
2.8.1 Characteristics of teaching profession
2.8.2 Characteristics of medical profession
2.9 Working mothers
2.9.1 Time and Hours Spent by Working Mothers
2.9.2 Reasons for mothers' work
2.9.3 Factors affecting working mothers
2.10 Influence of mothers employment on preschool children's socio – emotional development
2.11 Empirical studies
2.14 Summary of review literature

2.1 Theoretical Frame Work of Children's Socio/Emotional Development

The study of emotional development of children is relatively new, having been studies empirically only during the past few decades. Researchers have approached this area from a variety of theoretical perspectives. The theories used in this study include those of social constructionist, differential emotion theory, and social learning theory, which include: Alfred Theory of Life Style, Kohlberg Theory of Behaviour, Freud Theory of Personality Development, Social Cognitive Theory, Behaviourist Approach, Functionalist Theory, and Symbolic Interactionism. Each of these approaches explores the way children develop emotionally, differing

mainly on the question of whether emotions are learned or biological predetermined, as well as debating the way children manage their emotional experiences and behaviour. Alfred theory of life style – A child develop within the culture of his home, that is social interest according to Alfred. He also said, since human being is a social animal, he cannot go in isolation, he does what he sees other doing within the society, so children are influenced by adults behaviour around them Alfred is of the believe that, once love and respect are set in the child's mind at early age, he grow to have respect and love for others. If this relationship is not established the child will not have trust in the world around him.

Kohlberg (1984) explained that, children's socio-emotional reasoning is at pre-conventional level during their pre-school and early school-age years. Kohlberg calls this level pre-conventional because children do not understand the conventions, or accepted standards of behaviour. Children at this level help people who help them and hurt people who hurt them. They evaluate actions in terms of the consequences, that is, pre-scholars learn to follow rules imposed on them by parents. The rules are enforced through reward and punishment. Children at this age tend to measure right and wrong in terms of the size of the misdeed or the amount of damage done. It makes no difference whether the act was accidental or intentional. For example pre-scholars think that the child who accidentally breaks several glasses deserves greater punishment than the child who intentionally breaks one glass.

Freud observed that the child's super ego is the moral branch of personality. He said the superego consist of two main components, the ego ideals and conscience, which promote children's development of moral feelings. The ego ideal is ideal standards approved of by parents, whereas conscience is the component of the superego that involves behaviours disapproved by parents. What is moral is what you feel good after and what is immoral is what you feel bad after. In the early childhood years, children become aware that every person's perspective is unique and that someone else may have a reaction to a situation that is different from their own. Such awareness permits the child to respond more appropriately to another's distress.

Freud, hold that, children's early relationships serve as prototypes for their later relationship with people. Viewed from this perspective, the flavor, maturity and stability of a person's relationships derive from his/her early ties. From age 4 on words children emotions become more specific. They show joy, anger, fear, curiosity, jealousy and affection. Children develop some of their emotional reactions by imitating, or copying other people. They change their emotion rapidly, they may be cheerful one moment, and screaming or crying the next. He further identified eight stages of social emotional growth from infancy to adulthood. In the early childhood three of the eight stages are addressed. They are: to trust others outside their families; to gain independence and self control; and to take initiatives and assist themselves in socially acceptable ways.

The social cognitive theory pointed out that social behaviour are basic progress, resistance to temptation and self control. To them, basic process means drawing the conclusions that when children are reinforced for behaviour that is consistent with laws and social conventions, they are likely to repeat that behavior when provided with models who behave "socially", children are likely to adopt their actions. Resistance to temptation and self-control is what social cognitive perspective regarded as a key ingredient of social development. They believe that use of rationales and self instruction helps children to increase their self control. Social cognitive theory of socialization emphasized a distinction between social competence and social performance. That is, the ability of child to perform social behaviors and performing these behaviours in specific situations. Acquisition of knowledge of socialization, depends primarily on cognitive sensory processes; children's social behaviour, however, is determined by their motivation and the rewards and incentives to act in a mood way.

The behaviorism of Watson and others provided the scientific psychology behind most ideas about child rearing, though Freudian and other psychoanalytic approaches considered the first two or three years of life to be critical to child rearing. The behaviorist approach assumed that behaviour would be fashioned entirely through patterns of reinforcement. Watson explicitly

criticized “too much mother love” he advised mothers to be objective in their child rearing techniques so as to develop self-control in the child. They focus on observable display of emotion, such as facial expressions and public behaviour. A child’s private feelings and experiences according to behaviorists cannot be studies by researchers, so interpretation of emotion must be limited to signs that can be observed. Although, many descriptions of facial patterns appear intuitively to represent recognizable emotions, even though psychologist differ on their views on the range of emotions experienced by children.

The functionalist pay particular attention to functions performed by a system’s especially its institutions, roles, cultural patterns, social norms and groups. They say that if a system is to survive, certain essential tasks must be; should these tasks go unperformed, the system fails to maintain itself and perishes. They argued that society is to exist, let alone flourish, its must make provision for certain functional requirements. Functionalist assumes that members of a society agree on what is desirable, worthwhile, and moral, and what is undesirable, worthless, and evil. In other words, they share a consensus regarding their core values and beliefs. They say that a high degree of consensus provides the foundation for social integration and stability. Thus, by virtue of a long socialization process, people come to accept the roles of their society, and so for the most part they live by, guaranteeing the survival of the society. Interactionlist perspective on the other hand has been traditionally concerned in micro society as against functionalist concern for macro structure of society. Integrationists emphasize that we are social beings who a group existence. According to them human possess few, if any, innate bahavour for relating to one another. Whatever inborn capacities we have seem to require exposure to others to fully develop. If we are largely lacking in such inborn mechanisms, how is society possible? Internationalists believe in the ability of human beings to communicate by means of symbols. The combined emphasis on symbols and interaction give this perspective its name symbolic interactions

Symbolic interactionism is based on three core assumptions first, people respond to things in their environment on the bases on their meaning that is, the understanding they have of them.

Second, meanings are not inherent in things; but in emerge from social interaction. Third, because people are continually interacting, shared cultural meanings are continually emerging and changing. According to symbolic integrationists people experience the word as a constructed reality. In essence, integrationists are saying, if sociologists are to understand social life, they must understand what people actually say and do from the viewpoint of the people themselves. Thus they claim, through interaction they acquire symbols and meanings that allow them to interpret situations, assess the advantages and disadvantages of given actions and then select one of them.

From the forgoing one can safely conclude that the way of looking at socio/emotional issues can be viewed from functionalist, symbolic interruptions perspective Alfred's theory of personality and Freud personality development theory. Because these theorists related how emotions of children develop in relation to child's interaction with people and that self concept is regarded as key ingredients of social development.

2.2 Conceptual Framework

2.2.1 Concept of Development

Development is the act or process of growth. It also refers to changes of functions which are non-organic qualitative in nature (Wolfson, 2009). According to Olaitan (2003), development is the changes that take place in a human being with response to his or her characteristic. It is progressive, orderly and coherent. The changes in development are directional. The development at one stage or cycle differs from the others but there is relationship of similarity between the low phases. Development is viewed by Chauhan (2006) as dynamic process of integrating many growing structures and body functions; because of this integration, each change in development is dependent upon what proceeds it and affects what will come thereafter.

Development may follow direct pattern, some of which are normal, while some are abnormal. Every child born neatly and normal is supposed to follow the normal recognized pattern

of growth and development. Rathus (2006), explained that, development occur across many dimensions – psychological, cognitive, social, emotional and behavioural. Development is spurred by internal factors, such as genetics and it is shaped by external factors such as nutrition and culture. He further said, development is the orderly appearance overtime, of physical structures, psychological traits, behaviours and ways of adapting to the demands of life.

2.2.1.1 Human Development

Human development is the orderly set of changes that occur over time as individuals move from conception to death. Three features characterize these changes; growth, differentiation, and complexity. Although each of these aspects of development is most apartments in the very young development itself is a long process and follow certain principles, for example proceeds from general to specific and it is a continued process (Chauhan 2006). Mussan, Conger, Kagan, and Huston (1990) refer to human development as orderly and relatively enduring changes over time in physical and neurological structures, thought process, and behavior. Human development according to Hilbrand (1997) occurs in the same sequence in all people. It is an increasing skill in one or a combination of abilities. These include physical, emotional, social, moral, and mental skills.

2.2.1.2 Child Development

A child is a person undergoing the period of development from infancy to puberty (Rathus 2006). Child development then, is a field of inquiry that attempts to understand the process that governs the appearance and growth of children's physical structures, psychological traits, behavior patterns, understanding, and ways of adapting to the demands of life. Every child passes through different stages of development, and each stage is marked by certain characteristic features. Individuals however, grow and develop at varying rates.

2.2.1.3 Principles of Child Development

- Development in children, whether physical, mental, emotional, or social is predictable and follows a definite pattern
- Development progress in a cephalocaudal direction
- Development changes are orderly and progressive in a normal child
- Each person follows the predictable pattern in his own way and his own rate (Anyakaoha 2000)

2.3 Characteristics and Features of Pre-School Children

Anyone who works with preschoolers will tell you that surprises are everyday occurrence. Children aged three, four and five years are commonly referred to as preschoolers. They are getting ready to learn and interact with others in a social setting. The physical, intellectual, emotional, social, and moral development children experience during the pre-school years is necessary for success both in and out of the classroom (Ruth, 2006)

Pre-school age is the period between 3-6 years. It is the period prior to entry into primary school (National Policy 2004). Paige 1986, and Hilbert 1997, referred to pre-school age as the period of pre-operation from 3-6 years. It is the period when children start to develop empathy that is the ability to understand and recognize the feeling of others. It is also the time children begin to help others without expecting a reward. At this stage, children begin to take more interest in the people and things around them. However, each child still sees these things only from an egocentric point of view. Once children in this stage have made a decision about something, they have difficulty putting evidence together to form new conclusions. According to Piaget, during this age, children learn seriation, and also begin to think in symbols (symbolic thinking)

While Freud explained pre-school age children to be those children that enter the anal stage and pass through the phallic stage which are periods between 2-3 years and 4-6 years. Erickson viewed pre-school children as those children from 4-5 years and referred to this stage as purpose. Initiative VS guilt. According to Erickson, this is the time these age groups ask a lot of questions about things they see or think, everything to them has a purpose and they must know

why (Hilbrand 1997). Hymes and Diamond (1983) said a preschooler is a youngster who starts the pre-school years as 3-year old toddler not yet skilled at getting around; by the time he is almost 5, he is an able walker, runner and climber. He has friends whom he enjoys and whom he handles things with dexterity. Huxley (2011) believed that the pre-school years are the time for pulling skills together, for sharpening them, for toning them up. His fingers and nails are tools for fascinated exploration.

During the pre-school years, a child begins to learn what it means to enjoy the company of others. Around age four (4) or five (5), a child is likely to single out another child as best friend. Children at this period learn social behaviour like getting along in a group, how to share, how to play together. They also learn how to argue and how to compete. Winning contest becomes very important to them (Poster, Hogan, Leirrin and Audrey, 1999).

The pre-school period can be a happy time in family life, free from overwhelming problems. The pre-school child is a whirlwind of activity. They are little explorers. They are at this stage seeking to understand how the world operates and functions. They role play mom and dad to determine gender difference and they take things apart to see how they work. They are more confident about using their bodies. They are children that can take what they have learned from yesterday and begin to see how it applies to today and eve-n anticipate tomorrow. At this period, children still cannot separate fantasy from reality and live in a fairytale; pre-operational world. Their attention span is approximately 8-15 minutes on a good day. http://www.merckmanuals.com /home/sec23/ch.2686

Pre-school age children are children that are beginning to learn how to interact with their peers. At this stage, they engage in parallel play, they become curious about sexual differences. It is the period that children want to please adults. They at this stage, they need frequent approval and reassurance from primary caregiver.

Educator refer to early childhood years as the “pre-school age” to distinguish it from the time when children are considered old enough both physically and mentally, to cope with the work they will be expected to do when begin their formal schooling. This period paves the way for effective learning and the child is prepared in all respect to profit from schooling. To the psychologist, this age is considered as the “pre-gang age”, the time children are learning the foundations of social behavior as a preparation for the more highly organized social life they will be required to adjust to when they enter the formal schooling. It is a time of rapid assimilation of new stimuli, experiences and ideas. Children at this stage often becomes obstinate, stubborn, disobedient, negativistic and antagonistic in nature and have frequent temper-tantrums due to bad dreams at night and irrational fears and suffer from jealousy. “It is also referred to as a “period of plasticity”. A pre-school child is one who needs space to be vigorous, alone and/or part of an active group, for his happiness, concern and self-expression. Pre-school is an ideal period for learning new skills. The child learns the fundamentals of social behavior. He acquires the preliminary training and experience required for being a member of a group. This period also provides a golden opportunity for intervention in the process of social changes. “A happy child is the nation’s pride”. (Choudhury, and Choudhury 2002)

As children of this age grow, their bodies appear less baby-like. Body fat is reduced, and most growth occurs in the muscles and bones. Posture becomes erect, the neck lengthens, the shoulders widen and flatten, and the once protruding stomach flattens as well. Legs become proportionally longer. The preschooler can be very territorial. Around 5 years of age, some children begin to use name calling. They often direct silly, cruel, or hurtful names at each other. Preschoolers are very active explorers and adventurers. They are learning to do many more things for themselves. They have a sense of achievement. They sometimes want to slip back into less mature behavior. They experience an increasing range of emotions, including loneliness, disappointment, anticipation, and sympathy. Development of language helps preschoolers identify their many new feelings (Berger 2005). Berger further explained that around the age of 3, children

begin to notice that boys and girls are physically different. This is the beginning of gender identity. A child's appreciation of own gender is an important part of good development of self esteem.

Stephen (1996) is on the opinion that the child during the pre-school years goes through the following;

- Developing some control over their bodies
- Become aware of themselves as separate from others
- They can begin to acquire the essential building blocks for learning how to read. Stephen believed that a child who enters school without these skills runs a significant risk of starting behind, and staying behind.

Average Heights and Weights for Pre-Schoolers

AGE	HEIGHT	WEIGHT
3 years	38 in. (96.5cm)	32 lbs (14.5kg)
4 years	41 in. (104cm)	36 lbs (16kg)
5 years	44in. (112 cm)	41 lbs (18.6kg)

2.4 Social Development of Pre-School Age Children

Stephen (1996) is of the view that children aged four and under have no real sense of right or wrong. They choose some actions and avoid others based on the understanding of consequences. By age five, they begin developing a conscience. This means they start to form attitudes about right and wrong that grade their behavior. They continue to base behavior on consequences. Preschoolers can be very serious about right and wrong. They develop beliefs and attitudes about what is important. They eagerly tell an adult whenever they see someone break a rule. An increasing awareness of and desire to avoid, actions that are harmful to people, animals and

property; A sense of remorse (regret) displayed when they know they have caused injury or ill will.

Anderson (2007) defined social development as a perception and reciprocal communication to others of ones need and desire" children learn social behavior through the press of socialization. Socialization on the other hand is the press which children are taught the attitude belief and behavior pattern of the society to which they belong. He further group social development into three:

1. Social independent type:- They are out going and not influence by others especially friends. Though they are aware of their presences and responses of others.
2. Social blind type:- They play alone and pay no attention to others children or individual person around them.
3. Social dependant type:- They are influence by the presence and responses of others. They don't initiate things by them selves.

According to Choudhury (2002), Social development is learning how to get along with others, in this way, gaining both knowledge and experience. Social growth involves learning to interact with people in socially acceptable ways, social development is closely linked to emotional development. Trusting others is the first step in developing socially. Children learn to trust when their care-givers give them love and affection. Secondly, children develop socially by learning independence. Learning to share is a challenging part of social development for pre-scholars. Plate and Eubanks (2000), stated that as children discover how to relate to other people, social development take place. They learn the skills they need to get along with people and to fit into society. When children develop socially, they begin to understand that society has rules to live by. Getting along well means identifying and obeying the rules, children also learn to care about the feelings and thoughts of others as they try to see issues from different points of view proper social development serves children well with it, they are liked and accepted by many people. Without it they may feel isolated and different.

Mussen, Conger, Kagan and Aletha (1990) observed that, socialization is the process through which children acquire behavior, skills motives, values, beliefs, and standards that are characteristics, appropriate, and desirable in their culture. During the pre-school years parent are the principal agent of socialization it occurs through the parent serving as models of behavior, expressing acceptance and warmth, providing restrictions of freedom, and punishing unacceptable behavior. By Funso (2004), social development means how social relationships are created and the progressive changes that take place in social interruption within a period of time. A child needs to relate to different categories ranging from the immediate family to the entire. Social development in children refer to the biological psychological and emotional change that occurs in human between birth and the end of adolescence, as the individual progresses from depending to increasing anatomy. (Berk, 2001 and Kristensin, 2011) defined social development as an attempt to explain quantitative change in the structure and framework of the child that help the child to better realize his aims and objectives. Hammet (2000) referred to social development in children as a social revolution. This involves learning the values, knowledge and skills that enables the child to relate to others effectively and to contribute in positive way to family school and the community which is passed on to the child indirectly through social relationships within the family.

Richard (2003) explained that parents provide guidance to children. This is done through the actions and words that parents use to influence children's behavior. To Richard, guidance helps children understand what type of behavior is acceptable and what type is unacceptable. It also helps children learn the difference between right and wrong. Hoffman (2000) observed children learn values through observation, interaction, behavioral lessons, and literature through adults. Narveez (2010) stated that "the roots of social behavior are formed in the early years of life and depend on family care quality and support children receive from their community."

Hildebrand (1997) believed that children examined the standards and rules they have learned and test them against rules at their own expense of what is right and wrong or good and bad. Eventually, they accept, modify, or reject each standard or rule. They then use their sense of

emotion to guide and direct their future behavior. The child's conscience makes him or her feel obligated to do what is right or good. It helps the child to control his or her behavior. It also makes the child guilty for wrong or bad behavior. While Santroc (2002) view social development as the growth of pattern of social behavior in children, Aliyu (2007) said, social development means how social relationships are created and the progressive changes that takes place in social interaction within a period of time. The way a child relates with people depends on his experience and the social skills that he has. For it is his experience and skills that he uses when interacting with people.

To Berk (2001), social development in children refers to the biological, psychological and emotional change that occurs in human between birth and the end of adolescence as the individual progress from depending to increasing autonomy. While Kristensin (2011), defined social development as an attempt to explain quantitative change in the structure and the framework of the child the help the child to better realized his aims and objectives. Hammes (2000), referred to social development in children as a social revolution. This involves learning the values knowledge and skills that enables the child to relate to others effectively and to contribute in positive way to family, school and the community which is passed on to the child indirectly through social relationships with in the family.

2.5 Emotional Development of Pre-School Age Children

John (2002) defines emotion as feeling or affect that involves a mixture of physiological approval and overt behavior. Berger (2005) stated that emotion is the ability to express feelings. Mussen et al (1990) refer it to be an awareness of a specific change in internal feeling, tone, often accompanied by a set of thought about the quality of the feeling and the events that provide it. Scientists refer to emotion as changes in the brain and body, especially in the limbic and

autonomic nervous systems, that follow with pain, deprivation, novelty, danger, sensory gratification, challenge, play, social interaction, or separation from a familiar person. Chauhan (2006) said that emotion is basic primeval forces of great power and influence designed by nature to enable the organism to cope with circumstance which demand the utmost effort for survival or success or add color and spire to our living. In absence of emotions, social and family life would have ceased. Emotion stirred up condition of the organism involving internal and external changes in the body. Oladele (2004) explained emotion as arousal and feelings. They are responses to prepare us for action, to shape future behavior through learning and help to regulate social interactions. Huxley (1998) said emotional development is a spark subject which affects many parts of day-day life beginning at an early age, and continues for the rest of our lives.

Cobb (1998) is of the opinion that emotional development is highly adaptive behavioral states, organizing the way we react to events. Our emotions play a role in motivating behavior over an experience. Thus they can be basic or complex. Rice and Degenova (2002) observed that emotional development is the child's need for love, affection, security, and understanding. When these needs are unmet, children may become fearful, hostile, insecure, anxious and rejecting. That is, if the needs are not met, they develop negative emotions, and if they are met, children develop positive emotions. Funso (2004) viewed emotional development as outward expression of one's inner feeling aroused by someone's behavior or events in the environment. Such feelings may include love or hatred, joy or sadness, bravery or cowardice, hope or frustration, kindness, or wickedness. Emotional feelings play vital roles in our lives because they end to control out behavior. To Aliyu (2007), emotional development is the ability to have control over feelings which leads to more cooperative social behavior. Every child is born with the capacity to express emotions. For example, infants communicate emotions through crying and body movements; newborns start by making cooing sounds, waving their arms, or crying to show happy or unhappy emotions. Hilbrand (1997) refers to children's emotional development as growing ability to express feelings. Among these feelings are love, trust, frustrations, anger and fear. Good emotional development depends heavily on the treatment a child receives e.g. children learn to give affection

when they receive it. They learn to think favorably of themselves when people around them are supportive and loving. They learn to treat others well when they are treated well (Stephen 1996). Further explained, children need nurturing, which is giving children attention, love and a sense of security. They need encouragement and praise when they try various tasks. They need comforting when they are upset or hurt. Above all, children need to know that their parents really care about them. Nurturing helps bring out the best in them.

Cobb (2002) explained that children require lots and lots of love. They need to know they are loved for their own special qualities. This helps them gain a sense of security. In turn, this security helps them develop high self esteem and self confidence. Parents show love and affection through smiles, hugs, and tender words. Barger (2005) is of the opinion that children express their emotions by shifting quickly from one intense emotion to another during the pre-school period. Barger further explained that, at this age, preschoolers need frequent approval and reassurance from primary caregivers. They want parents' full attention. Their capacity for learning in this stage is enormous; they learn and develop from every experience, relationship, and adventure they encounter. Caplan (1983) said most five year olds love their mother's life. At five to five and a half, it is much easier than any other age level because they are intent on pleasing their parents. Mother is the center of the child's universe at this time. Fives like to have their mothers at home when they return from school. They enjoy holding long talks with their mothers. Their imitations or the behavior of adults will never again be quite exact and engrossing.

Emotional life of children at their early years is fraught with frustrations and fears, hostility and aggression, jealousy and rivalry. He is becoming part of the family, a culture of rules, restriction, and codes of behavior. Limited by inexperience and incomplete knowledge of the world, he may express his primitive feelings in inappropriate ways. Morals and ethical standards in children are established by the rewarding feedback of affection by their parents.

Three, four and five year olds express a wide range of emotions and are able to use appropriate labels such as mad, sad, happy, and just okay to differentiate their feelings. During

these pre-school years, children's emotional states are very situation-specific and can change as rapidly as they switch from one activity to another. As children develop from 3 year olds to 5 year olds, there is an increasing internalization and regulation over their emotions. As two, four and five year olds acquire new cognitive and language skills, they learn to regulate their emotions and to use language to express how they and others feel. Three, four and five year olds' emotions are largely on the surface. At one moment, the child will be laughing uncontrollably about something funny, within a split second, he is sobbing because he begins to understand the different emotions that they experience, yet they have difficulty regulating these emotions and using appropriate labels to describe the emotions. Their emotions are very connected to the events and feelings that are occurring at the moment (Hyson 1994). Hyson further explained that three and four year olds have difficulty separating feelings from actions. If they feel something, they express it. If they want something, they try to take it. Delaying gratification and controlling impulsive feelings are often a challenge. Their natural curiosity can often lead them into trouble. Four year olds can often use physical means to solve their conflicts instead of verbally negotiating their needs.

According to Hazen and Browrell (1999), three year olds experience emotions in extremes. When 3 year olds are angry, they often express their emotions through temper tantrums or some physical display. The same is true when they are unhappy, expressing their joy through uncontrollable laughter and/or squeals of delight. It is as if the 'tickle me Elmo' doll were modeled to them. The slightest event can bring uncontrollable laughter. Once they begin, it is difficult to stop them from laughing. Four year olds begin to understand that the expression of extreme emotions can have an effect on others around them. Huxley (1998) ascertained that during the early stages of a child's growth, it is not only their bodies that need nutrients and stimulation, but it is also their minds and brains that need some form of enrichment. Emotional development is one of the ways that children ensure they grow up at the same level as other children and not get left behind when it comes to being emotionally stable and adequate. The range of emotions is very broad and cannot be determined by just words like happy, sad, or angry. Emotions in children also stand for what they are thinking at the time or what they might want or need.

Narveez (2010) opinioned that the preschoolers are more empathic, compassionate, and cooperative if over their early life, received love in the form of frequent physical contact, if they stayed with their parents or if they have been encouraged to play freely with other children. Ronald (2010) ascertained that the basics start in children when we learn to think and act as individuals and this is where the emotional development begins. Crying is often the beginning of seeking for babies as this eventuates in getting what they want and need from adults. Children are already born with their emotional qualities ready to be nurtured; however, it is the real emotional outlook on life. Ronald further explained, self-reliance is a strong part of independence for a learning child and for the well-being of their emotional development. At this stage of life, they are trying to work out who they are and what their purpose in life is. Richard (2002) noted that children have very little emotional development because their minds have not yet completely developed properly, so often you will find age 2 and 3 years miss out on what is happening around them which is sometimes said to be better than children aged 4-8 years that know what is happening but no control over how they feel about their particular situation. Josephine (1999) observed that, sometimes a child's social behaviour can indicate an emotional disturbance. For example, children who are very withdrawn or constantly afraid or very aggressive may be emotionally disturbed. All children regardless of their abilities share a common need. They all need to feel loved and accepted by their family and friends. Besides, pre-scholars are proud of themselves and their abilities.

2.6 Maternal Attachment

Maternal attachment according to Ainsworth (1993), and Berger (2005) is an emotional bond that a child forms with his mother. When a child is attached to the mother he tried to be closed her and interact with her in many ways. Warry (2008) gives pre-requisites for the accomplishment of attachment. He stated that children must first establish their instincts from the environment around them and then discriminate the person whom the attachment will develop. He placed emphasis on the parental practices to weather the child is exposed. From the age of seven months the child

begins to develop attachment to a specific person especially the mother. Once a child experiences the association between his mother and constant relationship, he has also acquired the expectation that the world is enough and therefore, experiences the defendant trust feeling. Brain (2007), said that pre-scholars first opportunity to socialized and form attachment to people is typically from their co-parents. Mothers can make their child feel safe as care by offering them attention right from the state.

Mussen, conger, Kagand and Huston (1990) refers to attachment as a regulatory system hypothesized to exist within a person. A major result of mother child interactions. It is development in the child on an emotional attachment to the mother. The function of the child's attachment is to provide psychological security. He further classified patterns of attachment into three:

1) Securely attached – children who seek the parent when he or she returns, and easily comforted by the parent. They typically show mild protest following the parent's departure.
2) Avoidant and insecure attached. Children often do not protest when the parent leaves. They play contentedly and ignore the parent upon his or her return.
3) Resistant and insecurely attached- these children are extremely distressed when the parent leaves. After the returns of the parents alternately cling to the parent and push him or her away.

Parent in the northwest Nigeria of Nigeria like many other parents in other part of the country, show their love and affection for their children by giving them special care. They demonstrate their devotion by being constant companions to them and show parental love and affection through physical contact. This act demonstrates some form of maternal attachment between the child and his/her mother. (Bitrus, 2005).Though patterns of attachment differ in different cultures because of the culture and child-rearing practices. Social interaction between parent and child are most important for the development of attachment.

2.7 Attachment Pattern

Attachment patterns are the defaults settings in relationships. They are the natural settings that are programmed into an individual (Beaker 2009) at birth. Attachment pattern is the normal and natural way that the child relates to its mother and mother relates to the child. It's the way in which we give and receive nurturance (Weilman, 2009). Anyokoha and Eluwa (2008) stated attachment pattern as the level of attachment in children to their mothers which is determined

- by adequate interactions between the child and his mother.
- Love and understanding by parents to their children.
- Talking to the child and answering their questions as friendly as possible.
- Being warm and kind to the friends of their children that may come home with because as the child comes closer to parents, a feeling of companionship with the parents arises.

Beeker (2009) said, the child form attachment to a consistent caregiver who is sensitive and responsive in social interactions with them. The quality of social interactions with them. The quality of social engagement is more influential than the amount of time spent, even though, prolong absence of mother is a threat to security in their attachment system.

In view of that, Beeker further explained that the pattern in which parents take to be attached to their emotional needs, protection, nurturing, love and affection and secured environment.

Sroute (2009) identified four patterns of attachment. They are: secure base, security, safety and comfort. Sroute explained that securely attached child consider 'mother' a safe base from which to explore their environment. Secure-mother-child attachment affects social development of children in later life. The child who is securely attached to his mother become more self-reliant and have a better sense of self-esteem.

2.8 Concept of Employment

Employment is a relationship between two parties, usually based on a contract, one being the employer and the other being the employee. An employee contributes labor and expertise to an endeavor of an employer and is usually hired to perform specific duties which are packaged into

a job. An Employee is a person who is hired to provide services to a company on a regular basis in exchange for compensation and who does not provide these services as part of an independent business.

Employment is one of the most important social and economic issues in every country. As a result, measures of utilisation and non-utilization of labour are usually of considerable concern to researchers and policy makers. The stock of unemployment usually attracts smaller attention than the flow; that is, how the rate of unemployment is moving. It is not easy to measure the rate of unemployment because of the conceptual problems of defining who is employed, unemployed or underemployed.

Employment refers to the number of people who either work for pay in cash or kind, work on their own account or are unpaid family workers. Unemployment figures include those out of work, able to work and looking for a job through recognised channels. This definition should be extended to include those unemployed persons who give up job-seeking out of frustration and retrenched or laid-off persons. The subsistence economy of the rural sector often creates the impression that unemployment is wage unemployment and that it is an urban phenomenon. All these call for caution in wording questionnaires to be used in labour force surveys.

An employment is a vocation founded upon specialized educational training; the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business again. Employment is an allegorical description of a manner in which education currently functions our in society. It is a large trade oriented set of skills that player characters may incrementally learned in order to service and earn a living (Isa, 2009).

Employments are typically regulated by statute, with the responsibilities of enforcement delegated to respective professional bodies, whose function is to define, promote, oversee, support and regulate the affairs of its members. These bodies are responsible for the licensure of

professionals, and may additionally set examinations of competence and enforce adherence to an ethical code of practice. Typically, individuals are required by law to be qualified by a local professional body before they are permitted to practice in that profession. However, in some countries, individuals may not be required by law to be qualified by such a professional body in order to practice, as is the case of accountancy in the United Kingdom (except for auditing and insolvency work which legally require qualification by a professional body). In such cases, qualification by the professional bodies is effectively still considered a prerequisite to practice as most employers and clients stipulate that the individual hold such qualifications before hiring their services (Isa, 2009).

All employments have power. This power is used to control its own members, and also its area of expertise and interests. An employment tends to dominate, police and protect its area of expertise and the conduct of its members, it exercises a dominating influence over its entire field, which means that professions can act monopolist, rebuffing competition from ancillary trades and occupations, as well as subordinating and controlling lesser but related trades. A profession is characterized by the power and high prestige it has in society as a whole. It is the power, prestige and value that society confers upon a profession that more clearly defines it (Lewis, 2010).

Dauda (2008) observed that modernity always emphasized that mothers should be equated with men financially, by working outside the home and competing with men. Inkless and smith (1994) however, introduced and promoted the idea that mothers could find happiness in careers that had nothing to do with raising a family. El-Solh and Mabro (2005) mentioned that in the mid 70s to 80s, mothers started working as civil and public workers in various organizations and parastatals. They mostly engaged as teachers, midwives and nurses. El-Solh and Mabro further pointed out that most of the mothers engaged in work were not restricted to employment field like banking, broadcasting, international relation etc, but there were few mothers that are gifted with lots of strength and energy that even participate in manual labour such as bricklaying, construction and serving in military and other paramilitary professions.

Types of employment

National newspaper gives the following as primary and secondary types of employment; hotel job, teaching profession, banking, secretarial job, legal employment, and health-related jobs

Health-related jobs include;

- Dentists
- Podiatrist
- Pharmacist
- Nursing
- Midwifery
- Cardiologist
- Psychiatrist
- Physiotherapy

Other employment are; engineering, bricklayer, forces (air force, army, immigration, customs, navy, and police force), broadcasting, international retails et cetera (James, 1997).

General Characteristics of an Employment

The list of characteristics that follows is extensive, but does not claim to include every characteristic that has ever been attributed to employment, nor do all of these features apply to employment;

- Skill based on theoretical knowledge
- Extensive period of education
- Testing of competence
- Institutional training
- Licensed practitioners
- Work autonomy
- Code of conduct or ethics

- Self-regulation
- Public service and altruism
- Exclusion, monopoly, and legal recognition
- Control of remuneration and advertising
- High status and rewards
- Individual clients
- Middle-class occupations
- Male-dominated (James, 1997)

Over time, it has become easier for mothers to be writers and explore their minds, but for any woman, there will always be some sort of obstacle in the way. Men can just try to do something and achieve what they want. Globalization in turn, has made it a lot easier for mothers to look back at the way society used to be and change society's thoughts.

2.8.1 Characteristics of Teaching Profession

It has well said that "teaching" mean "causing to learn". It is a noble employment which counts amongst its members the greatest and noblest figures of human history. The characteristics of teaching profession are:

- Knowledge of how children learn.
- Teaching as a profession, should helps an individual for his growth fully, in his body, mind, spirit, intellectual emotion and with moral values and artic sensitivity.
- Subject knowledge, caring attitudes, classroom techniques, commitment, and desire to make a difference in the lives of young people.
- Accessible of students even outside the classroom and after school.
- Concern for students should not confined to subjects alone but extends to the extracurricular activities in which the student are involved.
- Command over subject – those seeking excellence in teaching continue to gain additional knowledge of their subject and unstill this desire on their students.

To sum up, teaching profession involves the following characteristics:

- Great expectations.
- Wider and deeper views.
- Positive attitude.
- Parental firmness.
- Student evaluation.
- Objectivity.
- Decisiveness
- Honesty and integrity.
- Dedication and commitment.
- Initiative and resourcefulness.
- Compassion.
- Diligence.
- Wisdom.
- Stress tolerance.
- Fairness and justice.
- Frugality and simplicity.

2.8.2 Characteristics of Medical Profession.

All disciplines of medical workers, from doctors to nurses to respiratory theragists to laboratory technologists, e.t.c, are require to display a high degree of professionals at all times. They have to be respectful, polite, caring and have a high slandered of ethics in regard to not only the patient, but to their family members, as well caring for a patient often includes fending to the family's needs too.

- Those in medical profession must be able to put personal feelings and their on their own emotions and opinions aside and focus on the patient and their family. When it comes to

patients with serious illness, they must remain calm, and display a professional, yet caring demeanor and all times.

- Staff of medical and Para-medical profession must have commitments to the patient to maintain their privacy, their dignity, and to provide the ultimate in patient care. They must be able to handle difficult situation with utmost profession, such as demanding patients and hostile family members.

- No matter how tired, frustrated, emotional or angry any medical staff may become, regardless of what discipline or branch in which they work, they must keep it to themselves and never let the patient or family see their feelings.

- Never display any type of biased or racist behavior or feelings.

- Is an ultimate in professions not to discuss about the style, race or other facts about the patient's personal situation no matter how interesting their particular situation may be.

2.9 Working Mothers

Mothers's work is done most often in the home. In surveys, "housework" has been specifically precluded from the category of work. Yet mothers's economic activities are a part of her household work. They include all activities from food processing and giving birth to nurturing and bringing up children. What is important to note is that, mothers have increasingly combined social service with their own income earning.

Years ago, the husband was considered the economic provider for the family. The wife stayed home and cared for the children and the household. However, this so-called traditional family is no longer typical.

Today, about $^{2}/_{3}$ of all educated married mothers with children under age 10 are in the workforce. Now, more than half of all mothers of young children who are educated, works outside

the home. This increase in the number of employed mothers has had an impact on both the workplace and the family (Alali, 2006).

Working mothers can broadly be divided into two: -

- The first group constitutes group of educated mothers who have attained certain levels of education and use that as an opportunity to secure jobs and earn a living. Those mothers may be working for government or private parastatals, or they may decide to establish their own private business such as salon, restaurant, boutiques, shops etc.

- The second group comprises of mothers who earn a living inside their homes. This group can be sub-divided into two:

a. Mothers who are economically buoyant. They may be retires, hence using their entitlements to set a business at home, or those mothers who despite being educated were not allowed to work outside their homes by their husbands. In some cases, the husbands give their wives enough capital to start business at home, such as in-door business range from poultry, fish farming, animal husbandry, tailoring and even selling clothes and kitchen equipments (Muhammad, 2010).

2.9.1 Time and Hours Spent by Working Mothers

Witham (2011) defined time as precious commodity that often eludes us. Anyakhoha (2009) stated that, time is one of the resources available to a family. Everyone has the same amount of time that is twenty-four hours each day. How this time is spent depends on an individual. Anyakhoha further explained that, time can be utilized effectively to achieve the desired qualities of life. Time use has been grouped according to its specific applications such as work time, that is time spent at activities which produce measurable result for oneself or others, example employed time and home-related work time.

Kollekbivet (2008) described time spent with close family as quality time. It is time spent with close family, partners or friends. Kollekbivet said it is time during which one focuses on or dedicates oneself to a person or activity. It is time devoted exclusively to nurturing a cherished person.

Working mothers spent most of their time daily in their work places. Majority of them spent about eight or more hours at work and have less hours with their children at home. Collins (2009) said, working mothers have values of a warm, clean, happy welcoming hours for their numerous roles with a management of good time and a sense of humour. But most of their hours during the day are spent at their employment places.

2.9.2 Reasons for Mothers' Work

It is worthy to note that the clamour for end of gender discrimination in Nigeria and the increasing westernization has led to the emergence of more mothers in public life. Globalization in turn made it a lot easier for mothers to look back at the way society used to be and change society's thought. Discussion with some female worker in Kano state reveled that they are working because of the following reasons:

- Men chose to become stay-at-home that, they don't bother about their responsibilities, so mothers have no option than to seek for a way to sustain the family's needs, that is to work outside the home (Ojo, 1997)
- Employment greatly benefits mothers's health.
- Employment outside the home provide a sense of competence to the mothers which in turn contribute to their self esteem
- Mothers employment provides mothers with concrete and symbolic rewards which is important to their psychological health.

- Mothers accrue a lot of experiences and skills through employment.
- Mothers believe that in most cases working mothers are happier with life as a whole than mothers not in the work force, even though, some mothers in the fulltime jobs suffer from stress and over load in their family life.
- Employment outside the home liberates mothers from the labor associated with looking after children.
- It keeps them off the burden of staying at home.
- Some mothers work to contribute to the income and life of the family members.
- Working mothers fancy themselves being officers in anywhere.
- Some employed mothers work because they don't want their certificate to be wasted.
- To be come rich and successful .so that she ceased to be financially dependent upon a husband.
- Mothers not having a satisfactory marriage.
- Absentee fathers have led mothers to the work force (Walgast 1987).
- However, with the social changes attendat challenges, the man alone can no longer meet the family demand.

Dauda (2008), is of the opinion that mothers should be equated with men financially by working outside the home.

2.9.3 Factors Affecting Working Mothers

It is important to recognize that mothers in the workforce are not a homogeneous group of people. The attitudes towards their jobs and their decisions about child care are shaped by a range of factors in the last decade some studies suggested that adding on employment role to that of the

home maker benefits the health and wellbeing of mothers. Over time, it has become easier for mothers to be writers and explore their minds, but for many mothers, there will always be some sort of obstacle in the way (Brownson, 2012). Aston and Lavey, (1992) implied that if mothers become involved in occupations and responsibility, that were traditionally assumed for men, they would contract stress related diseases. Nevertheless the intersection of class and gender complicities the experience of mothers workers in the paid labour force. This is because mothers's role in economic life has been obscured by beliefs about work performed by mothers. Spender, (1994) ascertained that, there are potential health hazards involved with house work, and married mothers who work at a paid job can experience the particular pressures of the dual workload. It has been estimated that a woman in this situation works 105 hours a week. Horin, (1995) said that, it is well documented that house work and the care for others is an extremely demanding and illness producing labour. Furthermore, since much of mothers's paid and unpaid work involves caring for people, they experience stress related problems associated with the physical and emotional fatigue of looking after others.

Roberts, (1990) viewed that, combination of mothers's employment, parental and marital roles may result in role stress, which in turn influence the mothers's health state. Chronic fatigue and stress are common problems. Furthermore, Robert explained that, mothers with dual responsibility are more likely to take drugs to cope with these feelings. Hence, mothers need to have a basically good health status in order to complete the rigors of coping with paid employment and childcare. This is due to the strain mothers receive keeping the multiple roles of mother, housewife and fulltime worker. On the other hand, Robert explained that there is much evidence available to prove that employment greatly benefits mothers's health. Employment provides a sense of competence that contributes to self esteem. He further identified other factors affecting mothers workers to include the following:

- **Marital status and family structure**: - Statistics indicate that working mothers who are married to the fathers of their children have more stable families. Working mothers who are

single have more difficult time maintaining family stability even apart from the demands of their jobs.

- **Type of work**: - Working mothers in the professions usually find their work psychologically satisfying, may find it difficult to leave the demands of their work behind when they go home.

- **Income level**: - Working mothers who are employed have more choices for their child are arrangements because of their well paying-job.

- **Number, ages and special needs of children**: - mothers with several children and those whose children suffer from chronic illnesses or developmental difficulties find it less easier to juggle the demands of a job with those of child care.

- **Age**: - Working mothers over 40 are more likely to develop job-related health problems than younger mothers.

2.10 Influence of Mothers Employment on Pre-School Children's Socio – Emotional development

Release of children early to foster mothers due to pay job, the mother is relinquishing her own responsibility to the caregiver or neighbour which makes the children to adopt their life style. The influence of mother's employment on the pre-school stage is evident in general behaviour of the child. These children show signs of anger, frustration, disobedience, low self-esteem, lack of control and inability to cope well under stressful conditions. At three years of age, children suffering from neglect show little enthusiasm towards learning new things and are extremely depending on others. At five years of age, children indicate introvert behaviour and lack of zeal or enthusiasm to interact with peers (Wolfson, 2009).

Parents are most effective teachers their children ever have. Children learn from their parents in very natural ways for better for worse. They learn by watching, listening and helping their parents do things around the home. Parents also teach children how to act in various situations by providing guidance as to appropriate and inappropriate behaviour. For example, mothers remind her child to say please, excuses me, and thank you where it is appropriate. This helps children develop beliefs about what is right, worthwhile or desirable that give meaning and direction to their lives, and this will in turn make them to value certain qualities such as honesty, respect, responsibility and concern for others (Crochler and Zanden, 1999).

Many career mothers with pre-school children in the work force do not have time with children. They leave for work early enough before their children wake-up in the morning and return from work late after they might have slept. This lack of time by the mother to her child may cause the child to start regressing to some behaviour such as bed-wetting, thumb sucking (Ima-Osagre, 2004).

When parents are actively and positively involved in the child's life, appropriately modulate expression of love and intimacy identities and understand child's needs, they are instilling emotional and social behaviour into their children. Discipline is the requirement for successful living and allows experiences that provide guidance which include activities within an emotionally bonded relationship between parents and their children (Corner, 2008).

A mother forms a significant part of the child's life where she needs to guide the child. Without that guidance, the child becomes a blind man who has no guide but moves haphazardly. This is a great and awesome reasonability. By the time children are 4 or 5 years old, many factors outside the family begin to influence their lives. Children of this age group needs warm and loving care. They need the assurance that they can always count on their parents for encouragement. Children who feel emotionally secure at their early years, have a better change of facing the world beyond the family. Children have no choice in the matter of who their parents are or what kind of parents they have, but a chance on who gave them their start in life. Good beginning for any child

is to be wanted and loved, and this is portrayed much more by the maternal attachment (Lange, 2008).

"Attachment" is the strong affectional bond that under normal conditions develops between a child and his primary caretaker usually his mother. A child's social, psychological and emotional development is built upon the foundation of his earliest attachment. If the process of establishing that attachment is disrupted during its crucial stages, the child is at risk of becoming "detached" or emotionally ungrounded and incapable of building relationships based on trust. Prolonged daily separation from the primary caretaker can have negative long term effects on a child's emotional well being and his ability to establish trust in personal relationships (Shalaha, 1996). Children that are being neglected or abandoned are at risk of anxiety, disorder and disruptive behaviour (Gist and Ganger, 2002). These children lack maternal contact as they are left in the hands of nannies or house helps or kept in the day care centers. While mother is at work, the child can be exposed to danger of under feeding, malnutrition, home accident if the child is left with uneducated, under age or over aged basically uncaring nannies. Harvard and Herald (2002) affirmed that even though leaving children at day care may enhance their vocabulary and social skills, day care centers are petty dangerous because one sick child can easily pass infection to other kids, children learn bad behaviours and lack of personal attention.

The working mothers in North West Nigeria have a schedule of work time and their duties at home. Therefore, there is a limited time spent with their pre-school children. This with no doubt exposes the children to risks as well as lack of care while mothers are at work. Such situation thus influences the children socially and emotionally (Lewis, 2000).

2.11 Empirical Studies

Many researchers have conducted studies in different areas relating to working mothers and children development. Most studies focus on effects of mothers work on family, mothers's work and marital stability, and mothers's work and children's upbringing. All these studies

however reveal the fact that mothers combing paid jobs and family responsibilities is an unavoidable part of most educated mothers in the world and Nigeria in particular.

For instance, Bitrus (2008) conducted a research on an analysis of differences in behaviour of children of working and non-working mothers in Kano State. The population consisted of all junior secondary school students in Kano state in both government and private own institutions. A sample of 379 students was used. The T-test of significance was used to test the hypothesis. Finding revealed a significant difference in behaviour among junior secondary level of education between the children of working and non-working mothers in the area of study. Findings of this research will be beneficial to this study because it revealed some sources of children's social behaviors of working mothers which form part of the objectives of this research. However, the study failed to recognized children below the ages of 15 and the type of mothers employment that affect the social behavior of children, like wise it didn't recognized the emotional implications.

Similarly, Ojo (1998) carried out a research on marital and job satisfaction of employed wives in Kaduna state. The population of the study was 1,994 from which 1040 respondents were selected at random as sample and questionnaire designed in a four point linker scale formed the main instrument for data collection. The H_0 were tested using Pearson Product Moment Correlation statistic at 0.05 level of significance. The ex-post factor was the design used for the study. Stratified sampling technique was used in classifying the mothers into managerial and non-managerial cadres. Results indicated how number of children and their age level relates to wives employment which revealed that some of the employed mothers experience guilt and anxiety when they have to leave their young children in the custody of substitutes. However, employed mother may have better concepts and may enjoy their children if they spend more time with them after work. Findings of this research will be beneficial to the present study because it identified the importance of mother's presence to early development of children social behavior. Though, the study did not point out the impact mother's managerial work has on their children, never the less the authors findings is similar to the present study on the job of mothers despite its specification on

managerial cadre. It also contributed on the important of mother's presence to children's development. The past study also relates to the present because both studies used Pearson Product Moment Correlation Coefficient statistical tool to test the null hypotheses.

Rover and kinitzer (2002) conducted a study on early emotional development in young children. Sample of 362 pre-school children (age 3-5 years) were examined questionnaire were distributed to 362 mothers of pre-school children. The children were recruited at first (3 years old), second (4 years old) and third (5 years old). They observed that at age 3 years most pre-scholar can be predicted with antisocial personality disorder high rate of oppositional defiant, aggressive and noncompliant behaviours. By four years, children were found to form close friendship with one or two other children, and by five years of age they form close – knit groups of preferred playmates they are crude in their rejection of anyone who in not in their group. The findings of the study revealed that child's earliest experiences and relationships with his/her mother set the stage in how he or she manages feelings and impulses, and relates to others. Mother's supervision acts as a protection against the pre-school age children's socio-emotional development.

Despite the fact that the study stated the sample size and the instrument used for data collection, but fail to indicate the research methodology and the statistical method for data analysis, it is related to the present study because one of its findings pointed out the importance of child earlier relationship with his mother, and also stresses the importance of mother's supervision as a protection to the pre-school child's emotional development and this is one of the variables of the present study, that is socio-emotional development. However, differences exist where the past study used mothers of preschool children of both working and non-working mothers, while the present study used only working mothers from three different professions.

Other studies by Abdul (2006) on relationship of maternal employment and children's development reveled that maternal labour market participation during the few years of children particularly during first five years of child's life affects his/her cognitive and emotional development. The finding also revealed that children who are away from their mother's for a

significant amount of time during their early years of life may surfer a verity of difficulties with attachment. The finding further stated that, children particularly boys whose mothers had been employed outside the home during their early years of life demonstrate more social and behavioral difficulties, such as evincing less frustration tolerance. He also reported that a child that is denied maternal love has certainly missed an important basic need that relate to security which the mother's presence guarantees. And for mothers to be able to affectively develop the emotion of children, they need to give the children affection and guidance control.

Even though the actual number of respondent used for the study has not been stated and mentioned was not made on the objectives of the study, the findings has major contribution to the present research because it stresses the importance of maternal attachment on their young children.

Osopia (2003) conduct a study on the role of mothers in emotional development of children in Nigeria. The objective of the study was to assess the role of mothers in the development of children emotionally. The populations of study were 840 mothers with children age 3 – 6 years. A systematic sampling procedure used in the selection of the mothers, and all the 210 mothers were the sample size, structured questionnaire use designed to form the main instrument for data collection. Result indicated that the neglect of mother hood to the fissure of material gain have resulted in behevioural and emotional disturbance in children. She pointed out that in Africa, it is the duty of the parent most especially the mother to ensure proper social and emotional upbringing of children. Since mothers have psychological affinity with children, they are in position to monitor the behaviour of their children. She is of the view that when parent especially mothers do not spend enough time with their children, they leave a vacuum which is often filled by un-wanted behaviour. This un-wanted behaviour may negative impact on the society.

The above study stated the sample size and sampling techniques as well as instrument for data collection, but fails to indicate the research methodology and the statistical method for data analysis. Though the study was on the role of mothers in emotional development of children, it has

some relationship with the present study which deals with influence of mothers' employment on socio/ emotional development of pre-school children, because its major findings stressed the importance of mother's supervision on children's behaviours.

Brownson conducted a study on the effects of mothers' career on pre-school children in Ondo west local government in 2011. The objective of the study was to investigate the effects of mother's career on pre-school children. Also to determine how married and single mothers combine child rearing with their jobs. The population was 360 career mothers which formed the sample for the study. Structured questionnaire was used for data collection. Mean (X) and t-test at r 0.05 level of significance were used for data analysis. The findings revealed that mothers can combine children rearing with their jobs by taking care of the children before going to work and leaving them in a day care center when at work.

This research is very beneficial and related to the present study by highlighting the importance of mother's role in child rearing. The findings of the study revealed that career mothers have limited time spent with pre-school children, which agreed with one of the findings of the present study. The sample size compares favourably with the sample size used for the present study. Even though the variables of the past study was pre-school children and mother's career, it is similar with the variables of the present study, that is, mothers' employment and pre-school children's socio-emotional development. The past study did not specify the mother's career and the area of child development that it will affect unlike the present study that pointed out the type of mother's employment and its influence on the pre-school children's socio-emotional development.

2.12 Summary of Review of Literature.

Employment of mothers is on the increase all over the world, and the mother's influence on her children is paramount especially during the pre-school years, as the interaction of the child entirely confined to the mother and the child internalizes whatever he/she perceived around. It is

therefore crucial to assess the situation in Nigeria with regards to types of mothers' employment and all-round development of their children.

While literature abounds on the various views of socio/emotional development of children and employment of mothers, it also revealed that employed mothers frequently experience stress such as difficulty in giving adequate childcare and guilt over lack of time for their children. The literature also revealed that the child is first of all at home and needing mother's care and affection is at best left to the care of house helps and relatives who usually cannot give the love and affection that a mother should give.

From the literature reviewed it was discovered that labour force participation among mothers with pre-school children has increased dramatically particularly in the Teaching, Banking and Medical/para-medical jobs. This labour sector is often characterised by non-standard work hours, such as evening, night, rotation, weekend, and others. it is important to note that a lot of researches have been conducted on working class mothers and children such as academic performance of children of working mothers and non-working mothers, working mothers and child rearing, and others. but it seems there was no research conducted on the influence of mothers' employment on pre-school children's socio-emotional development in North-West Nigeria. This study therefore bridged the gap created by previous researches on this area, that is, how mothers' employment influences the socio-emotional development of pre-school children particularly in the North West Nigeria.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discussed the methodology of the study under the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample and Sampling Technique

3.4 Instrument for Data Collection

3.4.1 Validity of the instrument

3.4.2 Pilot study

3.4.3 Reliability of the instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey design method was employed to collect data through designed structured questionnaire for this study. As stated by Baba (2005), survey research is a research in which the study usually focuses on a large group of subjects (called the population), but conduct the study by studying only a fraction (called the sample) of the large group. The reason is that if the sample is carefully selected, it can be studied and findings made from it can then be generalized to the present population that is the population from which it was selected. Similarly, Razaq and Ajayi (2000) stated that surveys are methods that are usually adopted when handling a large population especially on issues of the moment that involve systematic collection of data. Survey was used to collect the data for the study with the use of researcher's designed structured questionnaire.

3.2 Population for the Study

The population of the study involved working mothers in teaching, banking, medical and paramedical career in northwest zone of Nigeria which consisted of seven states. (The population by state is shown in table 3.1). The total number of working mothers within the states based on the information obtained from civil services commission, teachers board, female bankers association and health management boards consisted of twenty thousand, two hundred and seventy-two (20,272) out of which ten thousand two hundred and fifteen (10,215) were teachers, one thousand one hundred and twenty-two (1,122) were Bankers, while eight thousand nine hundred and thirty-five (8,935) were medical personnel located across the seven states that made up the North-West Nigeria.

Table 3.1: Population for the study

State	**Employment**	**Population**
Jigawa state	Teachers	384
	Bankers	25
	Medical/paramedical work	182
Kaduna state	Teachers	3105
	Bankers	411
	Medical/paramedical work	4720
Kano state	Teachers	2011
	Bankers	340
	Medical/paramedical work	1340
Katsina state	Teachers	2803
	Bankers	170
	Medical/paramedical work	1565
Kebbi state	Teachers	268
	Bankers	49
	Medical/paramedical work	280
Sokoto state	Teachers	578
	Bankers	102
	Medical/paramedical work	618
Zamfara state	Teachers	266
	Bankers	25
	Medical/paramedical work	257
Total		**20272**

Sources: Kano State Teachers Board 2011 data; Health Service Management Board, Kano State; Jigawa State Annual Education Sector Performance Report 2011; Female Banker Association

Committee; Zamfara State Ministry of Education; SUBEB Katsina State; Ministry of Health Katsina, Zamfara, Kebbi and Sokoto States.

3.3 Sample and Sampling Technique

A total of 406 respondents were selected and served as the sample in this study. This was drawn by stratified random and proportional random sampling methods. The Nigeria was grouped into strata consisting of seven states and different jobs from which three were chosen. The sample was picked based on its population which was 2% out of the employed mothers who are teachers, bankers and medical/paramedical personnel. To this end a total number of 204 teachers, 22 bankers, and 180 medical/paramedical personnel formed the sum total of the 406 sample size. The selection of 2% out of the population is in accordance with suggestions of Okeke (1999), which pointed out that if a population of a study runs into tens of thousands, a sample of 5% or less is considered adequate. Table 3.2 shows the sample size of teachers, bankers and medical/paramedical personnel across the states.

Table 3.2: Sample Size for the Study

State	Employment	Population	Sample Size
Jigawa state	Teachers	384	8
	Bankers	25	1
	Medical/paramedical work	182	4
Kaduna state	Teachers	3105	62
	Bankers	411	8
	Medical/paramedical work	4720	94
Kano state	Teachers	2011	57
	Bankers	340	7
	Medical/paramedical work	1340	27
Katsina state	Teachers	2803	56
	Bankers	170	3
	Medical/paramedical work	1565	29

Kebbi state	Teachers	268	5
	Bankers	49	1
	Medical/paramedical work	280	6
Sokoto state	Teachers	578	12
	Bankers	102	2
	Medical/paramedical work	618	13
Zamfara state	Teachers	266	5
	Bankers	25	1
	Medical/paramedical work	257	5
Total		**20272**	406

3.4 Instrument for Data Collection

The main instrument used for data collection was structured questionnaire (see appendix II). The structured questionnaire was divided into two parts A and B. Part A dealt with the demographic information of respondents. Part B consists of four (4) items. The items were designed to collect data from working mothers who are teachers, bankers and in medical profession on:

a. Influence of mother's type of employment on pres-school children's socio-emotional development (Item I) – Research question one.
b. Influence of hours spent at work by employed mothers on pres-school children's socio-emotional development (Item II) – Research question two.
c. Influence of maternal attachment pattern of pre-school children to their working mothers on socio-emotional development (Item 3) – Research questions three.
d. Differences of teaching, banking and medical work of mothers on socio-emotional development of their pre-school children (item 4) – Research question four.

The items were structured on a 4-point Likert scale where respondents were asked to tick the item and state their level of agreement or disagreement under the rating of the scale Strongly

Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The responses were given numerical values from 1-4 to guide decision, the ratings are as follows:

Strongly Agreed (SA)	=	4
Agreed (A)	=	3
Disagreed (D)	=	2
Strongly Disagreed (SD)	=	1

3.4.1 Validation of the Instrument

Content validity of the instrument was done to ensure the effectiveness of the exercise. To this end, the instrument was checked by experts from Educational department, Federal College of Education, Kano; Department of Test and Measurement, Bayero University, Kano; ECC Department, Federal College of Education, Kano, and Education Department ABU Zaria. This was done to ensure adequacy of the items which helped the researcher to make use of only those related to the research objectives.

3.4.2 Pilot Study

Pilot study was conducted at Jalingo Taraba state with 20 working mothers who were randomly selected in order to determine the reliability and consistency of the research instrument in addressing the objectives of the study. A test re-test procedure was used. The subjects were administered with the questionnaire on the first instance and after a period of one week, the same questionnaire was again administered to the same respondents (Teachers, Bankers and Medical personnel). The result was analysed using the Pearson Product Moment correlation coefficient statistical method.

3.4.3 Reliability of the Instrument

The data from the pilot study were tallied and analysed using Pearson Product Moment Correlation Coefficient the statistical package for social science (SPSS) version 16. A reliability coefficient of 0.955 was obtained. As stated by Colliman (1999) a correlation nearer to one is considered good enough for the reliability of an instrument.

3.5 Procedure for Data Collection

The researcher administered 406 copies of questionnaire to mothers within teaching, banking, medical/paramedical profession across the seven states of the North-West Nigeria. The research instrument was distributed with the help of research assistants who were briefed on the nature of the questionnaire and the importance of the retrieval and confidentiality of the information given. The answered questionnaires were retrieved after a period of two weeks. Due to some limitations were the researcher did not have direct access to some of the working mothers, not all questionnaires distributed were retrieved, only 372 were successfully retrieved out of the 406.

3.6 Procedure for Data Analysis

Data collected were analysed using descriptive and non-parametric statistics. The result collected from demographic data were analysed using frequencies and percentages. Weighted scores means was applied to research questions. Hypotheses one to three were tested using Pearson Product Moment Correlation Coefficient (Non-parametric statistics) at 0.05 alpha level of significance. This was because Pearson Product Moment Correlation Coefficient is used for testing hypotheses of association between different variables. hypothesis four was tested using Analysis Of Variance (ANOVA) also at 0.05 alpha level of significance. ANOVA was used because it is a statistical tool for testing differences between means of two or more independent variables.

The null hypothesis is rejected if the r-critical value is less than r-calculated value, example: calculated r value .201 and r-critical value is 1.96. the null hypothesis is accepted if the r-critical value is greater than r-calculated value, example: r-calculated value = 3.01 and r-critical

value 2.91. Also hypothesis would be rejected if r-calculated value is less than the 0.05 alpha level of significance, while if the r-calculated value is greater than 0.05 alpha level of significance, the hypothesis is accepted.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presented the analysis of data under the following sub-headings:

4.1 Analysis of demographic data
4.2 Answers to research questions
4.3 Testing of hypotheses
4.4 Discussion of findings

The study was on influence of mothers' employment on the socio-emotional development of pre-school children in north-west Nigeria. The chapter gave the report of the research findings based on the data collected from teachers, bankers and medical personnel working mothers. Out of the four hundred and six (406) copies of questionnaire distributed, three hundred and seventy two (372) copies were retrieved and three hundred and forty two (342) were properly filled and subject to statistical analysis. Percentage was used to analyzed personal data. Weighted mean of 2.0 with minimum score of 50% and above was used as index for agreed to answer the research questions. In the course of answering the research questions, strongly agreed and agreed were grouped as agreed while disagreed and strongly disagreed were classified as disagreed. This is done to allow for good analysis of items. Pearson product moment correlation coefficient was used to test null hypothesis one, two and three while ANOVA was used to test null hypothesis four. All hypotheses were tested at 0.05 level of significance and all computations were based on the four points scale.

4.1 Analysis of Demographic Data

Analysis of demographic variables was done using percentages. Result is presented in tables 4.1.1 to 4.1.4

4.1.1 Distribution of respondents by their Employment

Profession	Frequency	Percentage

Bankers	83		24
Medical Personnel	66		19
Teachers/lecturers	193	57	
Total	342	100.0	

Table 4.1.1 showed the distribution of respondent by their employment. 83of the respondents representing 24% were bankers, medical/paramedical staff constitute 66 respondents representing 19% of the respondent, while 193 representing 57% of the respondent were teachers. By this data, it signified that employed mothers who are teachers have the highest frequency and percentage.

Table 4.1.2: Distributions of Respondents by Hours they spent at Work

Hours spent at Work	Frequency	Percentage
1 - 6	193	57
7 - 12	101	30
13 and above	48	13
Total	**342**	**100.0**

Table 4.1.2 revealed that employed mothers that spent 1 to 6 hours in their place of work are 193 representing 57%. Those that spent 7 to 12 hours in their place of work have the frequency of 101 representing 30% of the respondents, while 48 of the employed mothers who indicated that they spent 13 hours and above in their working place represented 13% of the respondent and are the list in number. The data indicated that not many of the working mothers spent more than 50% of their time in the work place.

Table 4.1.3: Distribution of respondents by number of years of working experience

Years	Frequency	Percentage (%)
1 – 5	152	47.5
6 – 10	108	21.5

11 – 20	64	18
21 and above	18	13
Total	342	100

Table 4.1.3 showed that 182 of the respondents representing 47.5% had 1-5 years working experience. Those with 6 – 10 years of experience were 108, representing 21.5%. Sixty four respondents representing 18% had 11 – 20 years working experience. Respondents with working experience years between 21 and above were 18 in number representing 13%. Thus majority had 1 – 5 years representing 47.5%.

Table 4.1.4: Distribution of respondents based on the number of their pre-school children

Number of pre-school children	**Frequency**	**Percentage (%)**
One	214	63
Two	128	47
Three	Nil	0.00
Total	342	100.00

Table 4.1.4 presented the distribution of respondents by their number of pre-school age children. The table revealed that 214 of the respondents representing 63% had one pre-school age child. One hundred and twenty eight (128) that is 37% of the respondents had two children of pre-school age. While none of the respondents had up to three pre-school age children. This indicated that majority of the respondent had one child of pre-school age.

4.6 Answer to Research Questions

Analysis of data collected used to answer the research questions is as presented in Table 4.4 to 4.8.

Research Question One: *What is the influence of mother's employment on pre-school children's socio-emotional development in North-West Zone of Nigeria?*

Analysis of data collected in respect to research question one is presented in Table 4.2.1

Table 4.2.1: Influence of Mother's employment on their pre-school Children socio-emotional development

S/NO	Items	SA	A	D	SD	Mean	Remark
1	Most of the pre-school age children whose mothers are employed develops socio-emotional problems	100	108	320	121	1.3	Disagreed
2	Pre-school children whose their socio-emotional need is not catered for grow up to be selfish	420	102	98	121	2.8	Agreed
3	Pre-school children whose mothers are employed grow up to have a sense of right and among	512	99	118	89	3.0	Agreed
4	Pre-school children whose mothers are employed are unruly and aggressive	124	123	310	115	1.5	Disagreed
5	Pre-school children whose mothers are employed are lacking manners	140	297	200	108	2.4	Disagreed
6	Pre-school children whose mothers are employed are more at risk of child abuse	320	90	144	160	2.3	Disagreed
7	Most of the pre-school children whose mothers are employed develop social emotional strength	400	99	104	157	2.5	Agreed
8	Children feel withdrawn due to the environment they find themselves. This may lead to delay in child's socialization process	412	99	108	120	2.8	Agreed
9	Abandoned children do not relate well outside their home	380	99	102	132	2.7	Agreed
10	Children whose mothers do not have time for them start regressing to behaviours like bedwetting, thumb sucking, etc.	398	303	110	51	3.3	Agreed
Total		**4227**		**2667**		**2.5**	

Source: Field Study, 2013 4625

In answer to research question one, table 4.2.1 revealed that, respondents who opined that socio-emotional development of school children is influenced by mother's employment whereby

these children start regressing to behaviours like bedwetting with a mean score of 3.3. This is followed by a mean score of 3.0 by respondents that agreed with item 4, and pre-school children whose needs are not catered for grow up to be selfish had a mean of 2.8 for item 2 and 8 respectively. The least prevalent influence of mother's employment on pre-school children's socio-emotional development are with a mean of 1.3 and 1.5 respectively.

Question Two: *What is the impact of hours spent at work by mothers on socio-emotional development of their pre-school children in North-West Zone of Nigeria?*

Table 4.2.2: Influence of hours spent at work by Mothers on their pre-school Children socio-emotional development

S/NO	Items	SA	A	D	SD	Mean	Remark
1	Absence of mother as a result of hours spent at work affects the child to establish trust in personal relationship	500	108	110	93	3.0	Agreed
2	Children whose mothers spend more time at work than at home are emotionally detached	400	180	98	100	2.9	Agreed
3	Children who spend less time with their mothers suffer a variety of social and emotional difficulties	400	190	104	100	21.6	Agreed
4	Children whose mothers spend more time at work find it difficult to maintain a stable relationship in later life	600	120	80	122	3.1	Agreed
5	Pre-scholars whose mother's spend long hours at work are emphatic, compassionate and co-operative	400	99	104	157	2.5	Agreed
6	Pre-scholars whose mothers spend long hours at work are denied basic needs nurturance	124	120	250	143	1.5	Disagreed
7	Pre-scholars whose mothers are employed looks cheerful all the time	92	120	312	100	1.6	Disagreed

8	There is still enough time for mothers to train and care for their pre-school children despite their employment engagement	220	291	144	110	2.7	Agreed
9	Mothers who are too tired do not listen and give their children chance to express their minds	356	159	98	120	3.8	Agreed
10	Mothers that spent more time at work deny their children care and protection	388	291	114	55	3.2	Agreed
Total		***5160***		***2597***		***2.7***	

Source: Field Study, 2013

Table 4.2.2 showed the opinions of the respondents on influence of hours spent at work by mothers on socio-emotional development of their pre-school children. In the table, though all the items listed above have been found to be positively influence of mother's work hours on pre-school children's socio-emotional development, weighted mean of responses revealed some items to be predominant. Mothers who are too tired do not listen and give their children chance to express their mind, and mothers that spent more time at work denied their children care and protection were the highest influencing items of mothers work hours on pre-school children with a mean of 3.8 and 3.2 respectively. Next to these were mother's absence as a result of work hours affect the child to establish trust in personal relationship with 3.0, children whose mothers spend more time at work find it difficult to maintain a stable relationship in later life 3.1 and children whose mothers spent more time at work than at home are emotionally detached 2.9. The lowest means were recorded for pre-scholars whose mothers are employed looks cheerful at all times 1.6 and children of working mothers are denied basic needs nurtured 1.5

The overall result revealed that working mothers in the north-west zone of Nigeria agreed that the hours they spent at work has a negative impact on their preschool children's socio-emotional development with scores of 5160 against 2597 of those that had a divergent opinion.

Question Three: *What is the impact of Maternal Attachment Patterns of Working Mothers on their pre-school children socio- emotional development in North-West Zone of Nigeria?*

Table 4.2.3: Respondents opinion on impact of Maternal Attachment Patterns of Working Mothers on their pre-school children socio- emotional development

S/NO	Items	SA	A	D	SD	Mean	Remark
1	Pre-school children of working mothers are uncertain and insecure in their attachment	200	90	214	130	1.8	Disagreed
2	Pre-school children of working mothers are certain and secure in their general attachment	404	174	102	99	3.0	Agreed
3	Attachment with mother is disrupted if mothers is employed outside the home	292	320	112	23	3.3	Agreed
4	Prolonged separation of child from mother due to employment enhances self-esteem in the child	500	189	88	120	3.1	Agreed
5	Prolonged separation of mother and child due to employment diminishes love and affection between them	416	111	102	150	2.7	Agreed
6	Pre-school children of working mothers are always afraid of their parents	440	189	160	91	2.9	Agreed
7	Pre-school children welcome their mothers joyously when the return from work	420	291	144	110	2.9	Agreed
8	Pre-scholars whose mothers are employed are not able to establish stable ultimate relationships with friends	524	195	50	43	2.7	Agreed
9	Pre-school children of employed mothers are fearer	352	177	96	119	2.8	Agreed

	with their nannies than with their mothers						
10	There is mutual relationship between working mothers and preschool children despite their job.	408	291	110	52	3.2	Agreed
Total		***5983***		***2115***		***3.0***	***Agreed***

Source: Field Study, 2013

Table 4.2.3 revealed a grand mean of all the items except item 1 had their mean calculated values ranged from 3.3 to 2.7 was greater than decision rule of 2.5. Consequently, all the items except item 1 are considered by the respondents to be ways of adjusting the negative influence of their employment on their preschool children's socio-emotional development. The overall score of 5983 showed that attachment pattern of working mothers to their preschool children is low, hence children experiences lack of trust, find it difficult to maintain stable relationship with friends. Item 1 that solicited information on children of working mothers are uncertain and insecure in their attachment had a mean of 1.8 reflected a relatively lesser influence.

Research Question Four: *What is the difference among Teachers, Bankers and Medical personnel employment on social emotional development of their pre-school children in North-West Zone of Nigeria?*

Analysis of respondents' opinion on questionnaire items that was used for research question three is presented in Table 4.2.4

Table 4.2.4: Analysis of Difference in opinion of Teachers, Bankers and Medical/Paramedical staff on the influence of mother's employment on the Socio-emotional Development of their Pre-school Children

S/N	Items	Teachers		Bankers		Medical		Mean			Remark		
		A	D	A	D	A	D	Tchrs	Bankers	Medical	Tchrs	Bankers	Medical
1	Most of the pre-school age children whose mothers are employed develops socio-emotional problems	170	122	107	50	116	40	2.3	2.7	3.0	Disagreed	Agreed	Agreed
2	Pre-school children whose their socio-emotional need is not catered for grow up to be selfish	162	130	110	47	109	47	2.2	2.8	2.8	Disagreed	Agreed	Agreed
3	Pre-school children whose mothers are employed grow up to have a sense of right and among	182	110	117	40	115	41	2.5	3.0	2.9	Agreed	Agreed	Agreed
4	Pre-school children whose mothers are employed are unruly and aggressive	125	165	99	57	110	46	1.7	2.5	2.8	Disagreed	Agreed	Agreed
5	Pre-school children whose mothers are employed are lacking manners	157	135	115	42	112	44	2.2	2.9	2.9	Disagreed	Agreed	Agreed
6	Pre-school children whose mothers are employed are more at risk of child abuse	180	112	113	44	116	40	2.5	2.9	3.0	Agreed	Agreed	Agreed
7	Most of the pre-school children whose mothers were employed develop socio-emotional strength	150	142	111	46	114	42	2.1	2.8	2.9	Disagreed	Agreed	Agreed
8	Children feel withdrawn due to the environment they find themselves. This may lead to delay in child's socialization	160	132	114	43	120	36	2.2	2.9	3.1	Disagreed	Agreed	Agreed

	process												
9	Abandoned children do not relate well outside their home	181	111	115	42	114	42	2.5	2.9	2.9	Agreed	Agreed	Agreed
10	Children whose mothers do not have time for them start regressing to behaviours like bedwetting thumb sucking	171	121	118	39	117	39	2.3	3.0	3.9	Disagreed	Agreed	Agreed
Total		1638	1280	1119	437	1143	377	2.2	2.9	3.0			

The findings of fourth research question and null hypothesis four revealed that significance differences existed between teaching, banking and medical profession on the preschool children's socio-emotional development in the north-west Nigeria of Nigeria. The result of ANOVA test analysis as shown in table 4.2.4 where the employed mothers in the banking and medical profession agreed with all the items while teachers disagreed with them. This showed that mothers who are employed in banking and medical profession has greater influence on the socio-emotional development of their preschool children, while the profession of mothers who are teachers influence the socio-emotional development of their children moderately. The rejection of the null hypothesis therefore can be inferred that there exist a significance difference between the teaching, banking and medical profession in relation to the socio-emotional development of preschool children. Supporting this finding is the writing of Maikori (2007) who opinioned that mothers should go for work that they can close early. It also agreed with the finding of Tugga (2012) who stated that mothers should not hold managerial position that would hinder their family responsibilities especially their roles as mothers.

4.7 Testing of Null Hypotheses

Results of test of null hypotheses raised in chapter one is presented in Table 4.3.1 to 4.3.4 four null hypotheses were raised to give statistical validation to the solutions proffered to the research questions of the study. Pearson product moment correlation coefficient was used to test the null hypotheses 1-3. While ANOVA was used to test null hypothesis four.

HO_1: *There is no significant relationship between Mother's Employment and Socio-emotional Development of their Pre-school Children in North-West Zone of Nigeria*

Table 4.3.1: Pearson test analysis of relationship between Mother's Employment and Socio-emotional Development of their Children

Variables	Mean	Std. Dev.	N	r-cal	r-crit	Sig. (2-tailed)
Mother's employment	2.89	0.96	342	.201*	1.96	.011
children's socio emotional development	3.01	1.05				

From the Table above, mother's employment had mean score of 2.89, against 3.01 for Children's socio-emotional development and the standard deviation stood at 0.96 and 1.05 respectively. The r-cal stood was .201<1.96 at 0.05 level of significance. Based on the result, the null hypothesis which states that there is no significant relationship between mother's employment and their pre-school children socio-emotional development was rejected at 5% level of significance.

Test of Null Hypothesis Two

HO_2: *There is no significant relationship between hours spent at work by mothers and their pre-school children socio-emotional development in North-west Nigeria*

Table 4.3.2: Pearson test analysis of relationship between Hours spent at work by Mothers and their Pre-school children Socio-emotional Development

Variables	Mean	Std. Dev.	N	r-cal	r-crit	Sig. (2-tailed)
Hours spent at work by Mothers	2.91	1.01	340	.216*	1.96	.042
children's socio emotional development	3.01	1.05				

The result of test of null hypothesis two is presented in Table 4.3.2. The result revealed mean score of 2.91 and 3.01 for hours spent at work by mothers and pre-school children socio-emotional development, while standard deviation was 1.01 and 1.05 respectively. The significant value was 0.042<0.05 alpha value. The result shows that relationship exist between hours spent at work by employed mothers and their pre-school children socio-emotional development, the null hypothesis was therefore rejected.

Test of Null Hypothesis Three

HO_3: *There is no significant relationship between maternal attachment pattern of working mothers and their pre-school children socio-emotional development in North-west Nigeria*

Table 4.3.3: Pearson test analysis of Relationship between maternal attachments pattern of employed mothers and Socio-emotional development of their Children

Variables	Mean	Std. Dev.	N	r-cal	r-crit	Sig. (2-tailed)
Maternal Attachment Pattern	3.20	1.42	340	.232*	1.96	.011
children's socio emotional development	3.01	1.05				

Analysis of data used to answer null hypothesis three is presented in Table 4.3.3. From the Table, maternal attachment of working mothers had the mean score of 3.20, against 3.01 for children's socio-emotional development; their standard deviation was 1.42 and 1.05 respectively. The r-cal stood was .232<1.96. Hence the null hypothesis which states that there is no relationship between maternal attachments pattern of employed mothers and Socio-emotional development of their children was rejected

at 0.05 level of significance. Therefore the researcher concluded that maternal attachment of employed mothers has significant role in their children socio-emotional development.

HO_4: *There is no significant difference on the effect of Teachers, Bankers and Medical staff mothers on their pre-school children's social emotional development in North-West Zone of Nigeria.*

The raw data for test the mean difference of effect of Teachers, Bankers and Medical staff mothers on their pre-school children's social emotional development is as presented in Table 4.3.4.

Table 4.3.4: ANOVA analysis test of difference of effect of Teaches, Bankers and Medical staff Mothers on the Pre-school children Socio-emotional Development

Model	DF	SS	MS	F-Val.	Pr > F	F-Crit.	Min. Sign. Diff.
Between Groups	2	41.80	20.90				
Within Groups	340	2053.89	6.04	3.46	0.047	3.03	0.95
Total	342	2095.65					

The table showed that, the degree of freedom for regression was 2 and 340 for residual, with Sum of Square stood at 41.80 and 2053.89 respectively. The calculated F value, 3.46 greater than critical F value, 3.03 Hence the null hypothesis which states that there is no significant difference on the effect of Teachers, Bankers and Medical staff mothers on their pre-school children's social emotional development is rejected. The analysis shows significant difference of 95%. The null hypothesis was therefore rejected at 0.05 level of significance.

4.8 Summary of Major Findings

i. Working mothers agreed that their employment type of employment has negative influence on socio-emotional development of their pre-school children

ii. The hours mothers spent at work has an influence on the socio-emotional development of their pre-school children.

iii. Children's attachment to their mothers is less due to insufficient time and stress on the part of the mother.

iv. Working mothers who are in banking and medical professions were discovered to have poor attachment with their pre-school children due to the non-standard work hours of their employment, unlike mothers who are in teaching job whose work hours do not have much influence on attachment to their pre-school children.

4.9 Discussion of Findings

Based on research question one and null hypothesis one, findings revealed that, employment of mothers has significant influence on their preschool children's socio-emotional development. This is evident in table 4.2.1 and 4.3.1 were questionnaire items had a mean score of 2.5 equivalent to 2.5 widex score, and the calculated value of mean score of 2.89 against 3.01. This shows that majority of the working mothers agreed with the items, and that their job has influence on their children's socio-emotional development negatively. This is in agreement with Renter's (2007) who said that preschool children were likely to suffer if their mother's work full-time outside the home. Also with what Allurawa (2004) said, a variety of opinions from working mothers in Nigeria in which they expressed their concern over the increasing difficulty they face with working and child care. This finding is also in line with Blustain (2002) who stressed that work and child-rearing roles are incompatible as participation in the impact on the quality of job and child upbringing. Wolfson (2009) added that effects of child neglect at the preschool stage are evident in general behaviour of the child. These children show signs of anger, frustration, disobedience, low self esteem, lack of control and inability to cope well under stressful conditions. Lewis (2002) highlighted that educational activities that parents and their young children can do together such as counting, pre-reading etc are developed in preschool children as their parents play with them. But instead of a working mother to be engaged in all these activities she would have been over-worked and tired when she gets back from work.

The study also revealed the hours spent by employed mothers at work has a greater influence on the socio-emotional development of their preschool children. This is posed by research question two and null hypothesis two, which is shown in table 4.2.2 and table 4.3.2. The fact to this finding is strengthened by the opinion of Wasbrook (2007) who stated that negative employment effect on children are concentrated in families where mother work full time and also rely on care by relatives or nannies. The finding is also in line with the findings of Vandeheuvel (2007) which revealed that children who spend the day with their mothers get the affection and attention they deserved. A child's emotional development is severely at risk when mothers are routinely unavailable. Barnet (2004) pointed out that many employed mothers with preschool children in the workforce do not have time with their children. Employed mothers leave for work early enough and return from work late after they might have slept. The finding also agreed with Harvard and Herald (2000) which states that, we leave our children, our future at daycare centres loosely controlled by poorly staffed, mostly with no formal training, and children stay there longer than with their parents, such a censual approach towards our future treasure is dangerous. Jonny Blair (2004) as reported by Silva and Smart in a conference speech on "family values" having said we cannot say we want a strong and secure society when we ignore its very foundations family life. This could be said the reason why there are widespread of nursery schools across the seven states of north-west geopolitical Nigeria.

Research findings in respect of research question three, the test of null hypothesis three identified the influence of maternal attachment pattern of employment of mothers on their preschool children's socio-emotional development. This infers that mothers attachment to their preschool children's is less due to insufficient time and stress. This is shown on the responses where most of the respondents agreed that preschool children of employed mothers lacks a sense of security, do not relate well outside the home, diminishes love and affection.

This is evident in the high score of the agreed items against the disagreed as shown in table 4.2.3 and also in table 4.3.3 where the r-cal was less than r-critical. The finding is in consonance with Shalala

(1996) who said ‘when a mother goes to work, her child feels neglected or abandoned thereby causing pains and disconnections between the child and the mother’. The result of the finding also corroborated what Gist and Ganger (2002) said, that children that are being neglected or abandoned are at risk of anxiety disorders and disruptive behaviours. These children lacks maternal contacts as they leave under the care of others most of the time. Waver (2000) finding is in agreement with the findings of this study where he observed that children’s needs are psychological and environmental protection. The ideal living environment that a mother can provide for her children in warm and loving families have higher self-esteem, higher confidence in pre and elementary school years, and are more emphatic, more altruistic, more responsive to other hurls or distress. This is shown in table 4.2.3 where the agreed response is high in items 2, 4 and 8 of research question three.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, a summary of the study is presented, conclusion drawn and recommendations are given based on the following sub-headings:

5.1 Summary

5.2 Conclusion

5.3 Recommendation

5.1 Summary

The study was carried out to determine the influence of mother's employment on socio/emotional development of preschool children in north-west Nigeria. The specific objectives were to:

- Establish the influence of mother's employment and pre-school children socio/emotional development;
- Determine the impact of hours spent by mothers at work on socio/emotional development of preschool children;
- Assess the influence of maternal attachment patterns of pre-school children to their working mothers;
- Determine the differences among teachers, bankers and medical/paramedical staff in their attachment to their preschool children's socio/emotional development.

To this end, four research questions were drawn from the objectives and four null hypotheses were set to guide the study.

- To have a full grasp of the problem of study, general literature and related empirical studies were reviewed.
- Mothers who work full time are finding it uneasy to fit in with the demands of their children.

The review of the study highlighted the important of mother's presence to all round development of children. The literature stressed that child's earliest experiences and relationship set the stage for how he or she manage feelings and impulses and relates to others.

The literature reviewed also revealed that, once love and respect are set in the child's mind at early age, he grow to have respect and love for others. If this relation is not established the child will not have trust in the world around him. It also came up with the view that the mother's influence is paramount during pre-school years, as the interactions of the child entire confine to the mother, and the child internalizes whatever he perceived around him.

Survey design method was adopted for the study. The population of the study stood at 20,272 comprised 10,215 mothers who are teachers, 1,112 mothers who are bankers and 8935 who are in medical staff. The researcher used stratum proportional sample to select two percent (2%) from each of the three profession which brought the total sample to 406. 4 point Likert rating scale questionnaires was used for data collection. Reliability was determined by a test-retest procedure using 20 subjects in a pilot study. The data were analysed using simple percentages for demographic data, weighted score means for research questions while Pearson product moment correlation coefficient statistical tool was used for testing null hypotheses 1,2 and 3 while ANOVA was used to test null hypothesis 4.

The finding of the study revealed that :

i. Working mothers agreed that their profession has negative influence on socio-emotional development of their children.

ii. The hours mothers spent has an influence on the socio-emotional development on their pre-school children.

iii. Children's attachment to their mothers is less due to insufficient time and stress on the part of the mother.

iv. Working mothers who are in banking and medical profession were discovered to have poor attachment with their preschool children due to the non standard work hours of their profession unlike mothers in the teaching job whose work hours do not have much influence on attachment to their preschool children.

Analysis of data however, showed that the Pearson product moment correlation coefficient statistical tests of null hypothesis rejected all the four null hypotheses at 0.05 level of significance giving the r-calculated value greater than r-critical value. Hence, this implied that there was significant influence of mother's employment on their preschool children's socio – emotional development.

5.2 Conclusion

Employment of mothers is on the increase all over the world and northwest zone of Nigeria inclusive, and entrance of mothers in unprecedented numbers of various employment has focused attention on family life. Employed mothers are aware that hours they spent at work has great negative influence on their pre-school children. The possible influence of mothers' employment of their children is that when mothers place their work first before their children, it makes these children to lack maternal attachment and the result of this affects their socio-emotional development. In view of the finding of this study, the researcher concluded that mothers's job outside the home in one way or the other affect the socio/emotional development process of their pre-scholars and they need to strike a balance between their work and their roles as mothers.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Mothers should select jobs that will not take most of their time outside the homes.
2. Mothers should not go for jobs that would stress them too much to make them unable to give attention to their children when they return home.
3. Experts in the field of home economic should redesign educational textbooks to depict mother's job and young children's all round development.
4. Media needs to direct their efforts on giving working mothers a good image in relation with their children and their employment choice. This can be done through written articles, cartoons and any other avenue. Media should also show films that try to balance financial gains and mothers relationship to their young children.
5. Mothers should try to come back home after work to spend a little time with their children daily, and they should try as much as possible to spend their weekends time with their young children.
6. Mothers should be sensitive about who they leave their children with, while they are away for work, this will help their children not to become wayward.
7. State and local government as well as federal parastatals and private organizations who have long work hours should have daycare centres and nursery in their premises where their working mothers can access easily.
8. Family therapist should strive at helping working mothers identify the needs of strong relationship with their young children. They should also help them with good social skills or good attachment patterns by organizing workshops and seminars from time to time.
9. Working mothers in banking sector should find time at break and and their children can spend few minutes together.
10. With the advent of information technology and Intern ate banking, mothers can do part of their work at home where they can spend quality time with their children as well as do their employment.

11. Policymakers can make hours of work flexible for mothers with young children. Example in the medical and banking profession in order to reduce the stress level of mothers and enhance mother/child intimacy.
12. Childcare specialist should be organizing workshops to train and enlighten caregivers of the daycare centres and nursery school teachers. This will play a significant role in curbing or minimizing the problems of young children socially and emotionally and also educating working mothers on proper arrangement for child-care during their absence.

5.4 Suggestions for Further Study

This study is by no means conclusive. There is need for research on the following issues concerning working mothers and preschool children's development:

1. Influence of mothers work on preschool children's moral behaviour.
2. Influence of other jobs of mothers apart from teaching, banking and medical profession on preschool children's socio-emotional development.
3. Influence of mother's employment on preschool children's academic performance.

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APPENDIX I

LETTER TO RESPONDENTS

Department of Vocational

and Technical Education,

Ahmadu Ballo University, Zaria

Dear Respondents,

I am a student of the above named university engaged in a research on "influence of mothers' employment on the socio/emotional development of pre-school children in north-west zone of Nigeria. The main objective of the research is to determine the impact of mothers' employment on the socio/emotional development of the child with the hope of optimizing child development.

Your cooperation and honest response will be very useful to the findings and the result of this study. All information will be treated confidentially and will be used for academic purpose only. So kindly assist by answering the questions as correctly as possible.

Thank you for co-operation

Yours faithfully,

_____

A'isha Haruna

APPENDIX II

QUESTIONNAIRE

PART A: PERSONAL DATA

INSTRUCTION: Please indicate your response by ticking the appropriate answer in the boxes provided.

1. Job

(a) Teaching

- University Lecturer [ ]
- Tertiary School Lecturer [ ]
- Secondary School Teacher [ ]
- Primary School Teacher [ ]
- Nursery School Teacher [ ]

(b) Banking [ ]

(c) Para medical/Medical services

- Medical Doctor [ ]
- Nurse/Midwife [ ]
- Dentist [ ]
- Lab Technologist [ ]
- Physiotherapist [ ]
- Others [ ]

2. Years of working experience

(a) 1 – 5 years [ ]

(b) 6 – 10 years [ ]

(c) 11 – 20 years [ ]

(d) 21 and above [ ]

3. Number of children age 3 – 5 years

One child [ ]

Two children [ ]

Three children [ ]

4. Number of hours worked outside the home

2-7 [ ]

8-10 [ ]

Section B

Instruction: please indicate your response by ticking the degree to which you agree or disagree to the statements in each section in relation to effects of mother's employment on the socio/emotional development of her pre-school child.

Note also that: SA = Strongly Agree – 4 Points

A = Agree – 3 Points

D = Disagree – 2 Points

SD = Strongly Disagree – 1 Point

Section B – Influence of mother's employment on social/emotional development of pre-school child.

S/N	INFLUENCE	SA	A	D	SD

1	Most of the pre-school children whose mothers are employed outside the home develops emotional problems.				
2	Pre-school children whose emotional needs are not catered for grow up to be selfish.				
3	Pre-school children whose mothers are employed grow up to have a sense of right and wrong.				
4	Pre-school children whose mothers are employed are unruly, aggressive.				
5	Pre-school children whose mothers are employed are lacking in manners.				
6	Pre-school children whose mothers are employed are more at risk of child abuse.				
7	Most of the pre-school age children whose mothers are employed develop with emotional strength.				
8	Children feel withdrawn due to the environment they find themselves. This may lead to delay in a child's socialization process.				
9	Abandoned children do not relate well outside the home.				
10	Children whose mothers do not have time for them start regressing to behaviours like bedwetting, thumb sucking				

Section C: Influence of mothers work hours on the social/emotional development of the pre-school child.

S/N	**INFLUENCE**	**SA**	**A**	**D**	**SD**
1	Absence of mother as a result of hours spent at work affects the child's ability to establish trust in personal relationship.				
2	Children whose mothers spend more time at work than at home are emotionally detached.				
3	Children who spend less time with their mothers suffer a variety of social				

	and emotional difficulties.				
4	Children whose mothers spend more time at work find it difficult to maintain a stable relationship in later life.				
5	Pre-scholars whose mother's spend long hours at work are emphatic, compassionate and co-operative.				
6	Pre-scholars whose mothers spend long hours at work are denied basic needs nurturance.				
7	Pre-scholars whose mothers are completed looks cheerful all the time				
8	There is still enough time for mothers to train and care for their preschool children despite their job engagement				
9	Mothers should not be too tired to concentrate on their children, listen to them and give them chance to express their minds.				
10	Mothers should go for work they can close early in order to place their children first before work.				

Section D: Maternal attachment patterns of working mothers to their pre-school aged children.

S/N	MATERNAL ATTACHMENT PATTERNS	SA	A	D	SD
1	Pre-school children of working mothers are uncertain and insecure in their attachment.				
2	Pre-school children of working mothers are certain and secure in their general attachment.				
3	Attachment with mother is disrupted if mother is employed.				
4	Prolonged separation of child from mother due to employment enhances self-esteem in the child.				
5	Prolonged separation of mother and child due to employment diminishes love and affection between them.				
6	Pre-school children of working mothers are always afraid of their parents.				
7	Pre-school children welcome their mothers joyously when they return from work.				
8	Pre-scholars whose mothers are employed are not able to establish stable ultimate relationships with friends.				
9	Pre-school children of working mothers are fearer with their nannies than with their mothers.				
10	There is mutual relationship between working mothers and preschool children				

	despite their careers				

Section E: Influence of mother's employment on the Socio- emotional Development of their Pre-school Children

S/N	MATERNAL ATTACHMENT PATTERNS	SA	A	D	SD
1	Most of the pre-school age children whose mothers are employed develops socio-emotional problems				
2	Pre-school children whose their socio-emotional need is not catered for grow up to be selfish				
3	Pre-school children whose mothers are employed grow up to have a sense of right and among				
4	Pre-school children whose mothers are employed are unruly and aggressive				
5	Pre-school children whose mothers are employed are lacking manners				
6	Pre-school children whose mothers are employed are more at risk of child abuse				
7	Most of the pre-school children whose mothers were employed develop socio-emotional strength				
8	Children feel withdrawn due to the environment they find themselves. This may lead to delay in child's socialization process				
9	Abandoned children do not relate well outside their home				
10	Children whose mothers do not have time for them start regressing to behaviours like bedwetting thumb sucking				