

# **Child Well-being in the Context of Maternal Employment : A Study of Gender Attitudes, Behavioural Factors, and Domestic Engagement in Mysuru Taluk, Karnataka**

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**Abstract:** *This study investigates the intersection of women's employment and childcare responsibilities in Mysore taluk, Karnataka, focusing on how socio-economic factors such as access to childcare, education levels, and cultural norms influence women's ability to balance work and family life. Using primary survey data collected from 200 married women aged 18–54 with at least one child under 10 years old, the research examines the impact of working and non-working mothers on children's well-being, particularly in terms of gender attitudes, social learning, behavioural factors, and domestic engagement. The study employs regression analysis, independent t-tests, and ANOVA to test three hypotheses. Key findings reveal that gender attitudes, social learning, behavioural factors, and domestic engagement collectively explain 55.2% of the variance in children's well-being. Working mothers significantly influence their children's gender attitudes and behavioural development compared to non-working mothers, though no significant difference was found in domestic engagement. Additionally, a mother's education level significantly impacts domestic engagement but not gender attitudes or behavioural factors. The study concludes that both working and non-working mothers contribute uniquely to child development, with working mothers fostering independence and non-working mothers providing more direct supervision. These findings underscore the need for targeted interventions to support women's economic empowerment and childcare responsibilities.*

**Key words:** *childcare responsibility, gender attitude, women's economic empowerment, domestic engagement*

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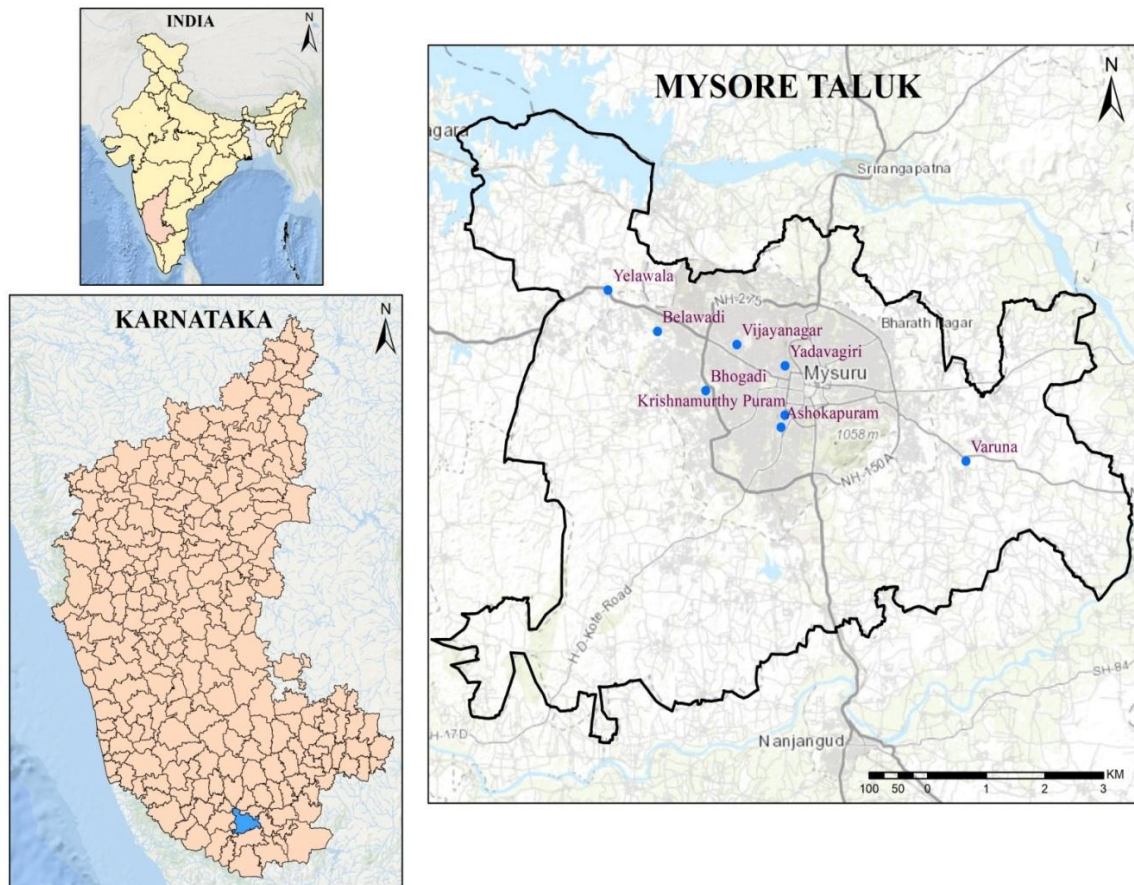
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## **I. Introduction:**

The intersection of women's employment and childcare responsibilities presents complex challenges, particularly in developing economies. This research explores these challenges in Mysore taluk, Karnataka, examining how socio economic factors such as- access to childcare, education level, and prevailing cultural norms influence women's ability to balance work and family life. While previous studies have examined these issues on a broader scale, this research focuses on the specific context of Mysore taluk, utilizing primary survey data collected between July and September 2023. The sample included 200 married women aged 18–54 with at least one child under 10 years old. The survey covered urban, rural, and census town areas, focusing on demographic, economic, and childcare-related factors. This localized approach provides valuable insights into the nuanced realities faced by women in this region. This study aims to contribute to a deeper understanding of the barriers women encounter and inform the development of targeted interventions to support their economic empowerment and well-being.

## Map of the study area



**Objective-** To analyze the impact of mother's education on their children and find out the difference between a working mother and a non-working mother in the case of childcare.

## II. Methodology:

This study employed a household survey and telephonic interviews conducted between July 1st and August 31st, 2023, targeting married women aged 18-54 with at least one child under 10 years old in Mysore taluk. A total of 200 households were surveyed across diverse areas, including Mysore Municipal Corporation areas (Yadavagiri, Ashokapuram, K.R. Puram, Vijayanagar 4th Stage), villages (Belawadi, Varuna), and census towns (Elwala, Bhogadi). The questionnaire encompassed 4 types of information like demographic information, economic activities, time-use patterns, and economic empowerment. The study examines the impact of working and non-working mothers on children's well-being, focusing on gender attitudes, social learning, behavioural factors, and domestic engagement. The data is based on descriptive research of survey type. The questionnaire is based on the questionnaire of personal attributes (Spence, Helmreich, and Stapp, 1974) on a Likert scale ranging from strongly agree to disagree on a scale of 1 to 5 strongly. The findings are based on regression analysis, independent t-tests, and ANOVA to test the hypotheses.

**Hypotheses-** The following hypotheses are tested-

**H01:** There is no significant impact of gender attitude and social learning, behavioural factors, and domestic engagement on children's well-being.

**H02:** There is no significant difference between the children of working and non-working mothers in the formation of gender and social learning, behavioural factors, and domestic engagement.

**H03:** There is no significant impact of the mother's education on children's gender attitudes & social learning, behavioural factors, and domestic engagement.

### Results and Discussions:

To study the impact of gender attitude, social learning, behavioural factors, and domestic engagement on well-being in their lives, regression analysis was used.

**Table ( 1.1 ) : Regression analysis**

**Model Summary**

Model	R	R Square	Adjusted R square	Std. Error of the Estimate
1	.765 <sup>a</sup>	0.585	.552	.51125

a. Predictors: (Constant) Gender Attitude and Social Learning, Behavioural Factors, Domestic Engagement

**Table ( 1.2 )  
ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	215.017	3	71.672	125.3	.000 <sup>b</sup>
Residual	112.154	196	.5722		
Total	327.171	199			

a. Dependent Variable: Children's well-being

b. Predictors: (Constant) Gender Attitude and Social Learning, Behavioural Factors, Domestic Engagement

**Table ( 1.3 )  
Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.054	.078		.621	.508
	Gender Attitude and Social Learning	.352	.053	.314	4.643	.000
	Behavioral Factors	.517	.058	.374	7.842	.000
	Domestic Engagement	.263	.038	.252	6.846	.000

Dependent Variable: Children wellbeing

Table ( 1.1 ) shows that there is a 55.2 % impact of gender attitude and social learning, behavioural factors, and domestic engagement on children's well-being. Table ( 1.2 ) indicates that there is a significant impact of gender attitudes and social learning, behavioural learning, and domestic participation on the well-being and success of children, since all have a significant value (.000) is less than the level of significance, i.e. 0.05. The beta value shows that gender attitude and social learning, behavioural factors, and domestic engagement 35.2%, 51.7%, and 26.3% impact the positive development of children's well-being. Thus, the null hypothesis 1 is rejected.

**Table ( 2.1 )  
Group Statistics**

	Status	N	Mean	Std. Deviation	Std. Error Mean
Gender Attitude and Social Learning	Working	66	2.4378	.54803	.03146
	Nonworking	134	2.2167	.58670	.03256
Behavioral Factors	Working	66	2.3718	.64619	.03547
	Nonworking	134	2.2613	.55631	.03252
Domestic Engagement	Working	66	2.2756	.80345	.04342
	Nonworking	134	2.2975	.76520	.04834

**Table ( 2.2 )  
Independent Samples Test**

		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gender Attitude and Social Learning	Equal Variances assumed	11.494	.000	3.012	198	.024	.12431	.04318	.00645	.24176
	Equal Variances not assumed			3.185	196.659	.021	.12431	.04157	.01207	.23125
Behavioral Factors	Equal Variances assumed	10.678	.001	2.321	198	.280	.06585	.05067	-.03845	.16782
	Equal Variances not assumed			2.358	195.289	.276	.06585	.04876	-.03327	.16326
Domestic Engagement	Equal Variances assumed	1.784	.186	-.186	198	.756	-.01416	.06530	-.14345	.11678
	Equal Variances not assumed			-.189	194.534	.752	-.01416	.06425	-.14126	.11435

	assumed								
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Table (2.2 ) shows the result of the independent t-test of 66 working mothers and 134 non-working mothers. Levene's Test, shown in Table ( 2.2 ), shows that gender attitude and social learning have a p-value (.000) < 0.05, rejecting the assumption of equal variance. Therefore, it is observed that there is an impact of working and non-working mothers on the definition of gender attitudes and social learning of children. Likewise, there is a difference in the behavioural factors of the children of working and non-working mothers as p-value (.001) < 0.05, rejecting the assumption of equal variance. On the other hand, the impact of the domestic engagement factor does not affect children of working and non-working mothers. Thus, the null hypothesis 2 is rejected.

**Table (3.1) – Mother's Education  
ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Gender Attitude and Social Learning	Between Groups	3.682	7	.526	1.054	.296
	Within Groups	95.914	192	.499		
	Total	151.278	199			
Behavioral Factors	Between Groups	4.264	7	.609	1.356	.174
	Within Groups	86.251	192	.449		
	Total	90.515	199			
Domestic Engagement	Between Groups	22.797	7	3.256	7.078	.001
	Within Groups	88.452	192	.460		
	Total	111.249	199			

Table ( 3.1 ) shows that there is a significant impact of mothers' education on the domestic engagement of their children in life as F value = 7.078 where (0.001 < 0.05) the value of p is lower than the significance level of 0.05. Therefore, education is likely to have an impact on the relationship. Thus, the null hypothesis 3 is rejected.

**Key Findings:**

1. Impact of Gender Attitude, Social Learning, Behavioural Factors, and Domestic Engagement on Children's Well-being:
  - Regression analysis revealed that these factors collectively explain 55.2% of the variance in children's well-being (Adjusted R<sup>2</sup> = 0.552).
  - All factors significantly impact children's well-being:
    - Gender Attitude and Social Learning: 35.2% impact.
    - Behavioural Factors: 51.7% impact.
    - Domestic Engagement: 26.3% impact.
  - The null hypothesis H01 is rejected, confirming that these factors significantly influence children's well-being.
2. Difference Between Working and Non-Working Mothers:
  - Gender Attitude and Social Learning: Significant differences were observed (p = 0.000 < 0.05), with working mothers having a greater impact.
  - Behavioural Factors: Significant differences were also found (p = 0.001 < 0.05), indicating that working mothers influence their children's behavioural development more than non-working mothers.
  - Domestic Engagement: No significant difference was observed between working and non-working mothers (p = 0.752 > 0.05).
  - The null hypothesis H02 is rejected, confirming that working and non-working mothers differentially impact gender attitudes, social learning, and behavioural factors.
3. Impact of Mother's Education:
  - Mother's education significantly impacts domestic engagement (p = 0.001 < 0.05), with higher education levels correlating with greater domestic engagement.
  - No significant impact was observed on gender attitudes and social learning (p = 0.296 > 0.05) or behavioural factors (p = 0.174 > 0.05).
  - The null hypothesis H03 is rejected for domestic engagement but retained for gender attitudes, social learning, and behavioural factors

### **III. Conclusion:**

The study concludes that a mother's working status and education level do influence certain aspects of their children's development. Specifically, the research suggests that both working and non-working mothers contribute differently to their children's gender role development, social learning, and behaviour. While non-working mothers might provide more direct supervision, working mothers may foster independence and self-decision-making. Importantly, the mother's education level plays a role in domestic engagement. These findings highlight the complex interplay of factors affecting child development and suggest that interventions and support systems should consider these nuances. The research rejects all three null hypotheses, demonstrating a clear relationship between the studied variables.

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