Both Parents Working may Cause Children to have Emotional Problems

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When both parents work full time there is little time left over to spend with their children. This leaves children to be raised in a child care system. The work force has changed and in many cases both parents are going to work and mothers are returning to work sooner after their children are born and working for longer hours (Bianchi, 2011). The separation from their parents may interfere with their ability to regulate their emotions and will have negative lasting effects on their emotional competence in the future. Due to the vast amount of development that is happening in the brains of children

Do children who see their parents less have more emotional outbreaks at school? Do they have poor attachment to others because they were passed around so much as children? According to Greenburg and O`neil (2011), parents who work more hours talk about the lack of quality time with their children that they get when they have to balance their work and keeping up with the household. Parents often look to outside reasons for their child’s behavior blaming the teacher or the child’s friends for their poor behavior. Children need a consistent environment as they grow and the current work situation that parents have can prevent that from happening.

Mothers and fathers often have different pressures on them, for example the man trying to be the breadwinner and the woman trying to be super mom. There is less that families do all together and the effect on children may not seem that big; however, taking the time to eat dinner as a family might make the difference between a child who would be the trouble maker at school or the teaches pet. Parents who spend time with their children can make a substantial difference in the child’s ability to adapt.

Parenting is hard work. In the study by Hadzic, Magee, & Robinson (2013), parents who are working full time to provide for their families may feel like they get home in time to put their children in the bath and then to bed. Looking at parenting styles can tell a lot about the emotional state of the child. For example, more supportive parents will have better emotionally adjusted children then parents who are overly controlling. The study shows that the amount of hours that a person works effects how they parent. Of course it will not really change the parent; However, a tired parent is rarely going to take the time to invest what little they have left into making a memory with their child. Many people have to work weekends and at nights taking some of the precious opportunity they have to see their children away.

Parents can often feel overwhelmed by the demands of work and parenting and this can cause further stress on the home and child. In Galinsky (1999), the children are asked specifically what they think about how much their parents work and how they think it affects then. The majority of children stated that it was not the amount of time that their parents were spending with them it was what they were doing with their parents that counted. Time spent reading together and parents helping their children do their homework helped the children to be more emotionally stable. Galinsky (1999), writes that the quality of time spent with ones child is important to their development. Time management is difficult for parents and all people who are spread too thin. In the Hill, Tranby, Kelly, & Moen (2013), study parents stated that they felt like there was just not enough time in the day. Balancing work, home, and children seem almost impossible and few parents can do so successfully.

Parenting and the expectations that go along with it have changed over the years and Townsend, (1991) highlights these changes. Parents work more hours that are not the typical 9am-5pm job. They suffer from not only working in the world but also working in their home. The study shows that working parents prefer the differences in the work force. Many parents say that they would rather share the load of bringing home the bacon and taking care of the household and the children. However, leaving their children with caretakers and causing then to have limited time with their actual parents. These changes in the workforce affect not only the parents but the children as well and these effects seem to have slipped through the cracks. What seems to be forgotten is that children are of immense value and deserve the same attention and time as any full time job.

Not only is making ends meet hard when there are two working parents, single parenting is now a very normal thing. In the study done by Haughe (1989), the amount of income that the parents made was factored in to how children emotionally responded to less time with their families and how parents were struggling to make it on one income. Lower income children did seem to have more struggles at school and this could be due to their unstable home life or lack of individual attention they were getting t home. The study looked at both dual and single parent families and the amount of hours they worked. Haughe (1989), writes that most single parents are mothers and that their children are often left alone due to the fact that even though the mother is working two jobs she still is unable to afford quality childcare and the best alternative is the child being left alone and learning to do things for themselves.

The behavior of children seems to be affected by their parents working but few have looked deeper in to the emotional outcome and problems of the children when both parents work. The emotional development of a child is a complex thing, both parents working is on the rise. However, we have yet to see any real lasting effects of the harm that is potentially happening to children when they are being cared for by those other then their parents. The relationship between working parents and the negative emotional response of their children has the potential to be strong.

Children’s reactions to their parents working might be similar no matter where they are in the world. Heymann, Penrose, & Earle, (2006) looked at the comparison between America and the surrounding world in relation to how much mothers and fathers work and the emotional reaction of their children. All over parents are working many hours and children are being left. The family size has been going down and it seems like that would mean parents could work less to provide for their family. The study found that parents are working the same amount if not more and are often more unsatisfied with the lack of time they are able to spend with their children.

In this study the relationship between how much parents work and the negative emotional impact it has on children will be determined. Research in the past has only examined the timing that parents go back to work after a child is born and only at the effects that happen when the mother goes back to work. However, more research is needed to see the outcome of when both parents are working and the affect that it has on the children. Looking into the child`s behavior and how it is affected negatively or positively will determine if parents working affects children or if children are tougher then we think.

**Method**

This research will show how children are affected who both of their parent work and are out of the home. This is a correlational design with the parents work schedule being the predictor variable and the outcome being the emotional strength of the children. Those participating will fill out the BERS assessment about their children. The child’s teacher will fill out their portion as well. This is a strength based assessment and will help to show the child’s area of strength and also areas that need to be improved. The amount that parents work will be rated at ratio. The level the child’s emotions will be rated at will be nominal.

**Participants**

This study will be done in Northern California and two- hundred participants will participate. One hundred couples will fill out the BERS assessment to find out the emotional strength of their child. The participants will be chosen by cluster sampling this is due to th cose effectiveness and availability. The participants will be drawn for the schools in Northern California from second grade classroom s. The sample will consist of One hundred males and one hundred females. Their ages ranging from 25to 56-years-old. The suppected sample consisted of 50 % Caucasian, 20 % Africa American, 10 % Hispanic America, 7% Asian American, and 3 % Native American or Pacific Islander. Their income level ranged from 10 % at $0-25,000, 15% at $25,000- 50,000, 50 % at $50,000-75,000, and 25% at $75,000+. All participants signed an informed consent form ensuring them of their confidentially within the study.

**Materials**

The Behavior and Emotional Rating Scale or BERS (Epsten, 2004) assessment helps to determine how competent the child is along with their personal strengths (Epsten, 2004). The test has five subtest that look at these five areas: affective strength, family involvement, school functioning, Interpersonal strength, and intrapersonal strength. And example of the rating tht a parent or teacher might have to answer is accepts a hug, or studies for a test( cite)The assessment is completed in ten minutes and the score is computed manually. The rage of scores for this assessment is 1-20. A low score for this assessment is 1-3 and would mean that the child has low behavioral and emotional strength and steps will needed to be taken for the child to improve. A high score would be between 17-20 this means that the child has high behavioral and emotional strength meaning that they are of sound character.

The data is quantive and consists of 52 fixed format questions that are asked which is the more like the student. The answers are scored from zero to three. The anchors are zero being never and three being always. There is also six open-ended short answer questions. The validity of this measure is … and the reliability of this measure is… this test has an internal consistency of… and a test reliability of above 0.80.

**Procedures**

The first step in this study will be to get IRB approval from Chico State University. When granted with that approval the next step will be to get informed consent from the parents they will receive a notice home from their children school. When consent is given the assessment will be distribute. The assessment will be in a written response and each child and parent will be assigned a random number. After receiving the assessment back it will be scored.

**Statistical Analysis**

There is relationship between how much parents work and the emotional impact it has on children.

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