

Scenario of the Socialization of the Working Mother's Children in Bangladesh: A Sociological Study

Md. Faruque Hossain, Ph. D*
Professor Dr. Syeda Afreena Mamun**

Abstract: Socialization is an important factor that helps the human child to become functioning member of society. It is an effective instrument of creating a new generation of our expectations. Without socialization, a human child can not be a social being from biological being. Mothers are the key role player in the socialization process of a child. But the socialization process of the working mother's children is become hampered due to their presence in the working places. Feeding, bathing, toileting and sleeping habit of the children are considered as the fundamental parameter of socialization. This article explores the scenario of the socialization of the working mother's children on the basis of this parameter. The study reveals that most of the working mothers are confronted to the problems of the socialization of their children. Formulation of proper policy is being recommended in this study to ensure the socialization of working mother's children.

1.0 Introduction

Women in Bangladesh are dependent upon men throughout their life-cycle. They are required to remain under the protective guardianship of successive male kinsmen at the appropriate stages of their life-cycle: father or brother, husband, and eventually son (Siddiqui, 2002:37). Women are also dependent upon men for rigid Purdah system in rural areas, which restricts them to participate in economic activities outside the household (Kabeer, 1988:108). They were confined to the households' activities and their services were not considered as productive one. But the advancement of science and technology, especially after industrial revolution, the scope of employment has been opened for the women. Now the women are participating in the income generating activities outside the home. So the children of the outside working mothers are being deprived from the prime care of their mothers. Besides these, family structure is also broken for the urbanization and industrialization. That means all most all joint family is converting to the nuclear family. It is more found to happen in all the working mothers irrespective of their education, place, religion, status of job. But it is known to all that many

* Associate Professor, Department of Social Work, University of Rajshahi, Bangladesh, email: faruquerusw@yahoo.com

** Professor, Department of Social Work, University of Rajshahi, Bangladesh,

harmful hazards may be created in households' affairs specially on childcare and rearing due to absence of a mother. In this reality, maid servant has become an inevitable part of the family of working mothers (Mamun, 2010:92). It is found that the children of working mothers are closely passed their time with the uneducated, untrained maidservant. In words, absence of mother from house for a significant volume of time, the children spend their time, play and satisfy their prime needs with help of maid servant. As a result they learn the same language and other behaviors from the maid servant. In the long run, the children are guided to faulty socialization that is greatly hampered the family, community and social harmony (Rao, 2010:206). Many researchers have been carried out the study regarding child rights, but no mentionable research related to the socialization of children is yet evident in our country. The present study intends to focus the different aspects or fields of socialization such feeding, bathing, sleeping, schooling, skills of language, attitude to the other's role of the children. The findings of this study will be able to prevent the problems of socialization of the working mother's children.

2.0 Objective of the Study

The study is mainly conducted to explore the real scenario of the socialization pattern of working mother's children in the study area. The specific objectives are;

- i) to analyze the conceptual issues of socialization;
- ii) to investigate the nature of socialization i.e. feeding, bathing, toileting habit etc;
- iii) to identify the role of other members accept mother in socialization of the children;
- iv) to identify the key role player in the field of socialization.

3.0 Methodology of the Study

The present study is conducted on the Rajshahi Metropolitan City. It is a divisional head quarter and usual working place of the women at government and non-government level. To achieve the study objective, two categories of working mothers were selected for interview. Firstly; upper class working mothers who are employed in the government office and secondly lower class working mother who are engaged in manual work like day laborers, factory workers, petty businessman, maid servants etc. Total number of sampled working mothers was 220; 110

from upper class and 110 from lower class were selected by using the purposive sampling technique. Social status or position is the main reason of selecting these groups of working mothers. It is a general belief of the people that the official service holder belongs to upper class and rest of the employee belongs to lower class of our society. So the researcher has followed the general belief and perception to select the categories of working mothers for the study. Secondary data were also collected from the different books, journals, newspapers and websites. Collected data were computerized in the SPSS programme and statistical measures such as percentage distribution, Chi-Square were used in describing the selected variables of the respondents.

4.0 Different Issues of Socialization

4.1 Conceptual Explanation

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. John A. Clausen highlights the socialization as a process of inheriting norms, customs and ideologies. It may provide the individual with the skills and habits necessary for participating within their own society (Clausen, 1968:5). Joel Charon also says that socialization refers to all learning regardless of setting or age of the individual (Charon, 1987:63-69). Mortimer and Roberta have explained that socialization is seen as a process of acquisition of appropriate norms, attitudes, self-images, values, and role behaviors that enable acceptance in the group and effective performance of new roles; in this framework, socialization is seen as a conservative force, permitting the perpetuation of the social organization in spite of the turn-over of individual members through time (Mortimer & Roberta, 1978: 54). According to David Holland-socialization is the process of self develops as a result of cognitive evaluations of costs and benefits; this understanding assumes that the socialize, in approaching new roles, is an independent and active negotiator for advantages in relationships with role partners and membership groups (Holland, 1970:415-427). In the above review of definition, it can be said that socialization is a process of inducting the child into the social world. It consists of the complex processes of interaction through which the individual learns the habits, beliefs, skills and standards of judgement that are necessary for his effective participation in social groups and communities.

4.2 Types of Socialization

Socialization is a life long process that begins after birth of a human child and continues up to the death. It takes place at different times and places throughout life. The socialization that a person undergoes in the course of his lifetime may be one or more different types. The types of socialization are; primary, secondary, anticipatory, developmental and re-socialization.

4.3 Agents of Socialization

Social maturity is molded or shaped through the process of socialization. The process of socialization is operative not only in childhood but throughout the whole life. It is a process which begins at birth and continues till the death of the individual. Agents of socialization are people and/or groups that influence self concepts, emotions, attitudes and behavior. Different sociologists have pointed out the different types of agents. James M. Henslin has mentioned the family, the school, peer groups, mass media, religion and work place as the agents of socialization (Henslin, 1999:76-81). According to Talcott Parsons and Robert Bales- The family, Education, religion, peer groups, mass media, work place and public institutions are the basic agents of socialization (Parsons and Bales, 1956:3). The agents that have been established by our culture which socialize the new born child: parents, family members, peer groups or age mates, teacher, literature and mass media.

5. Discussion and Results

5.1 Feeding of the Children

Food is one of the basic needs of human being. It is compulsory not only for human being but also for all kinds of creation. Especially proper physical, mental and the total socialization's cycle of the children depend on having balanced diet. Improper or insufficient or untimely or unhygienic diet can break down the children's health and total development system. It is evident from the Table 1 that most of the working mother's children (64.5 percent) did not take food properly and only 35.5 percent working mother's children take food properly. It is more found in the children of upper class working mother compared to the lower class. It is 75.4 percent and 53.6 percent respectively. A clear difference is found between the two classes of working mothers as the chi square value is 11.44, degree of freedom 1 and significance .001. So this difference is statistically significant.

Table 1: Whether the Children to take Food Properly or Not and How to Take Food?

Feeding	Working Mothers							
	Upper Class	Lower Class	Total	How to Take Food of the Children	Opinion	Upper Class	Lower Class	Total
	No (%)	No (%)	No (%)		No (%)	No (%)	No (%)	No (%)
No	83	59	142		To eat with help of maid servant	76 (91.6)	10 (16.9)	86 (60.6)
	(75.4)	(53.6)	(64.5)	To eat by watching the cartoon	71 (85.5)	45 (76.3)	116 (86.7)	
Yes	27	51	78	To eat by spend long time	66 (79.5)	10 (16.9)	76 (53.2)	
	(24.5)	(46.3)	(35.5)	To eat by playing games	51 (64.6)	40 (67.8)	91 (64.1)	
Total	110 (100.0)	110 (100.0)	220 (100.0)	Others	04 (4.8)	02 (3.4)	06 (4.2)	
Chi-Sqr.	V. 11.441, DF. 1, S=001			Total	268* (83)	107* (59)	375* (142)	

*Multiple Responses

Information was collected from the working mothers, how their children took food. It is seen that the children are taken food by multiple way. Maximum children (86.7 percent) are taken food by watching cartoon followed by 60.6 percent with the help of maid servant, 64.1 percent by playing games, 53.2 percent by spending long time and 4.2 percent remain unfed until mothers returned home. It is more found in the upper class working mother's children compared to the lower class working mothers. The means of taking food is not considered as the proper way to feed. It is alternative arrangement of feeding their children. It is depicted that more than fifty percent (64.5 percent) working mother's children are taken food beyond the usual arrangement. So findings can be drawn that the feeding as a part of socialization of the children of working mothers is being hampered to other people in our society.

5.2 Bathing Habit of the Children

Bathing is a necessary matter for all the human creation. Every mother takes bath of their child from the very beginning of his life. It is considered in our society as a part of socialization. Even no bathing habit is socially regrettable also in our society. As a field of socialization, it was inquired to the working mothers about the bathing of their children. It is revealed from the study (Table 2) that more than half (55.9 percent) of the working mother's children did not take bath properly. Rest of the working mother's children is taken bath properly.

Table 2: Whether the Children to take Bath properly or Not and Nature of Bathing?

Bathing	Working Mothers							
	Upper Class	Lower Class	Total	Nature of Bathing Problem	Opinion	Upper Class	Lower Class	Total
	No (%)	No (%)	No (%)		No (%)	No (%)	No (%)	No (%)
No	103	20	123		Remain Unclean	03	05	08
	(93.6)	(18.2)	(55.9)	(2.9)		(25.0)	(6.5)	
Yes	07	90	97	Not Bath Timely	53	01	54	
	(6.4)	(81.8)	(44.1)		(51.5)	(5.0)	(43.9)	
Total	110	110	220	To catch cold	07	04	11	
	(100.0)	(100.0)	(100.0)		(6.8)	(20.0)	(8.9)	
Chi-Square.	110	110	220	To spend excessive time in the water	38	09	47	
	(100.0)	(100.0)	(100.0)		(36.9)	(45.0)	(38.2)	
Total	02	01	03	Others	02	01	03	
	(1.9)	(5.0)	(2.4)		(1.9)	(5.0)	(2.4)	
Total					103	20	123	

A reverse relationship is seen between the two classes of working mother's children in this regard. It is indicated that the maximum children (93.6 percent) of upper class working mothers did not take bath properly; on the contrary the maximum children (81.8 percent) of lower class working mothers are taken bath properly. Then it was investigated about the outcome of not taking bath properly. The highest percentage (43.9 percent) of working mother's children did not take bath timely followed by 38.2 percent spent excessive time in the water, 8.9 percent easily catches cold, and 6.5 percent remained unclean. The responses were made almost same by both the classes of working mothers. So it can be said that the working mother's children are not properly trained to take bath due to remaining their mothers in outside of family.

5.3 Toileting Habit of the Children

Toileting is an important section of socialization. Toileting circle is naturally developed by the creator with human body system. But a human baby doesn't know with his birth, how to relieve the latrine. He has to learn the delivering system of latrine from the society with the help of different agents of socialization. From the realization about the toileting system of children as a part of socialization, researcher wanted to know whether the children learn to use toilet properly or not in absence of their mother.

Table 3: Whether the Children Learn to Use Toilet Properly or Not in Absence of their Mother?

Toileting	Working Mothers							
	Upper Class	Lower Class	Total	Consequence of not Using Toilet	Opinion	Upper Class	Lower Class	Total
	No (%)	No (%)	No (%)			No (%)	No (%)	No (%)
No	67	98	165			Become afraid to use toilet	19	25
	(60.9)	(89.1)	(75.0)	(28.4)	(25.5)		(26.7)	
Yes	43	12	55	Unwilling to relieve urine & stool	39	40	79	
					(39.1)	(10.9)	(25.0)	(58.2)
	They did not wash their hands properly after use toilet	07	30		37			
(10.4)		(30.6)	(22.4)	02	03	05		
Total	110	110	220	Others	(2.9)	(3.1)	(3.0)	
					(100.0)	(100.0)	(100.0)	67
				Total	(100.0)	(100.0)	(100.0)	

It is depicted from the Table 5 that most of the children of working mothers did not learn to use toilet properly (75.0 percent) and only 25 percent children learnt to use toilet properly. It is seen that the more children of upper class working mothers learnt to use toilet compared to the lower class working mothers. It is 39.1 percent and 10.1 percent respectively. It indicates that the upper class working mothers are more capable to provide substitute arrangement for their children compared to lower class mothers. It is explored by the study the consequences of not developing the proper habit of toilet. It is seen that about fifty percent children (47.9 percent) of the working mothers unwilling to relieve their urine and stool. Rest of the children of the working mothers become afraid to use toilet (26.7 percent), did not wash their hands after using toilet (22.4 percent) and others (3 percent). These effects are not helpful for proper socialization of the children. If the more percentage of mentioning negative responses about learning to use toilet is considered as the less socialization, it is to be said that the children are becoming less socialized in absence of their mothers as social expectation.

5.4 Dressing of the Children

Dressing or clothing is one of the basic human needs all over the world. It is social as well as a biological need for a human being. Cloth is essential for every social being from birth to death. It is also considered as a part of cultural reflection of a nation. From the early childhood, within the socialization process every human child has to learn how to put on the dress. What dress is permitted by our culture, religion and

weather? So a question was asked to the working mothers that whether the children learnt to wear dress or not (Table 4).

Table 4: Whether the Children Learnt to Wear Dress or Not by Class of Working Mothers

Dressing	Working Mothers				Total	
	Upper Class		Lower Class		Number	Percentage
	Number	Percentage	Number	Percentage		
No	107	97.3	106	96.4	213	96.8
Yes	3	2.7	4	3.6	7	3.2
Total	110	100.0	110	100.0	220	100.0

The clear picture is narrated in the Table 6. It is evident that all most all (96.8 percent) children can not learn how to wear dress properly. Very insignificant proportion (3.2 percent) of children of working mothers acknowledged positively wearing their dress properly. No mentionable difference is seen between children of upper and lower class working mothers. About same opinion is expressed by the two classes of mothers. It is 97.3 percent and 96.4 percent respectively. If the more percentage is considered as less socialization in the habit of dressing properly, findings can be drawn that the children become less socialized in this parameter due to absent their mothers.

5.5 Teaching/Learning Language

Every man tries to adjust himself with conditions of his social environment. This process of adjustment is itself socialization. It consists in teaching language, norms, values as a whole culture which he must acquire and share. For this reason, teaching of language is regarded as the remarkable issue of socialization. So for assessing the situation of socialization, a question was kept to know about the learning of proper language of the working mothers' children. Most of the respondents (74.1 percent) replied that their children did not learn the proper language and insignificant proportion (25.9 percent) of working mothers mentioned that their children learn proper language (Table 5).

Table 5: Whether the Children of the Working Mothers have learnt the Proper Language or Not

Opinion	Working Mothers				Total	
	Upper Class		Lower Class			
	Number	Percentage	Number	Percentage	Number	Percentage
Yes	33	30.0	24	21.8	57	25.9
No	86	78.2	77	70.0	163	74.1
Total	110	100.0	110	100.0	220	100.0

The same portrait is found in both the classes of working mothers. It is seen that upper class working mothers have expressed dissatisfaction compared to the lower class working mothers in the learning language of their children of saying 'no' that means their children did not learn proper language in the absence of them. It is 78.2 percent and 70 percent respectively. In terms of dissatisfaction of saying 'no', if the more percentage is severe problem, it can be concluded that the upper class working mothers are in problematic situation compared to the lower class working mothers.

Another question was put to the respondents, how to learn proper dialect or who influence the children to learn language in the absence of working mothers. It is evident (Table 8) that the children of working mothers are influenced by the maid servant (43.6 percent) to learn language, followed by play mates (33.1 percent), elder person of family (14.7 percent) respectively. It is mentionable that 8.6 percent working mothers are not aware of this part of socialization. They expressed their views as 'they don't understand' about the learning language of their children.

It is also found that 81.8 percent children of the upper class working mothers are influenced by the maid servant, followed by older member of family (9 percent), play mates (6.4 percent) respectively and only 2 upper class working mothers out of 77 have mentioned that they don't understand about the influencing person to learn language of their children. On the other hand, highest percentage of the children of lower class working mothers are influenced by the play mates (56.9 percent), followed by older member of family (19.8 percent), maid servant (9.3 percent) respectively. A significant proportion (14 percent) of lower class working mothers doesn't aware of the influential factor of the learning language of the children.

Table 6: How to Learn Proper Dialect of the Working Mother's Children in absence of them

Influential Members	Working Mothers				Total	
	Upper Class		Lower Class			
	Number	Percentage	Number	Percentage	Number	Percentage
Maid Servant	63	81.8	8	9.3	71	43.6
Play Mates	5	6.4	49	56.9	54	33.1
Older Member of Family	7	9.0	17	19.8	24	14.7
Don't Understand	2	2.6	12	14.0	14	8.6
Total	77	100.0	86	100.0	163	100.0

5.6 Appreciation of Other's Roles

There are some criteria to measure the socialization of the children. Appreciation of other roles is one of them. If a child receives the other's role positively, it will be recognized as the indication of socialization of that child properly. So It is investigated to know the opinion of working mothers about their children's expression regarding the others role in the absence of them. It is seen from the study that most of the working mothers (66.8 percent) have replied of saying 'no'. Only 33.2 percent working mothers have mentioned that their children receive the other's role positively.

Table 7: Whether did the Children of the Working Mothers appreciate about the Others Role or Not by Categories

Opinion	Working Mothers				Total	
	Upper Class		Lower Class			
	Number	Percentage	Number	Percentage	Number	Percentage
Yes	42	38.2	31	28.2	73	33.2
No	68	61.8	79	71.8	147	66.8
Total	110	100.0	110	100.0	220	100.0

Data indicate that maximum (61.8 percent) upper class working mothers have opined that their children do not appreciate the other's presence except mother and 38.2 percent working mothers have told that their children appreciate the other's role. On the other hand, most of the lower class (71.8 percent) working mothers have mentioned that their children do not become pleased about the other's role and only 28.2 percent lower class working mothers have mentioned that their children become pleased about the other's role. In terms of appreciation of others role, if the more percentage of saying 'no' is considered as more reactive response, it can be commented that the children of lower class working mothers are more reactive compared to that of the upper class working mothers. To explore the nature of expression, opinion was sought from the working mothers.

Table 8: Nature of Expression of the Children towards the Others Role by Class

Nature of Expression	Working Mothers				Total	
	Upper Class		Lower Class		Number	Percentage
	Number	Percentage	Number	Percentage		
Expression of angry	18	26.5	25	31.6	43	29.3
Breaking the goods	32	47.1	13	16.5	45	30.6
Crying Shoutly	16	23.5	38	48.1	54	36.7
Others	2	2.9	3	3.8	5	3.4
Total	68	100.0	79	100.0	147	100.0

Most of the working mothers replied that their children cried loudly (36.7 percent), followed by 30.6 percent breaking the goods, 29.3 percent become angry and 3.4 percent others respectively (Table 10). Others include not coming and speaking to me etc. Two clear different reactive attitudes are found in the two classes of working mothers. It is evident that most of the children (47.1 percent) of upper class working mothers expressed their reaction towards the others in absent of mothers by breaking the goods, and highest proportion of the children (48.1 percent) of lower class working mothers expressed their reaction by crying loudly. In spite of being different in the nature of reaction, findings can be drawn that the socialization of the working mother's children is not occurred properly.

5.7 Who Play the Role in these Fields of Socialization?

Mother is the key role player in the socialization of the children among different agents of socialization. It is general belief that socialization may be hampered in absence of mother. It is assumed that the working mothers depend on the others agent of socialization like family members, maid servant etc, since they remain out side the home of a day. It is evident the study that there is difference between the two classes of working mothers in the alternative arrangement of socialization for their children. To explore the helper of working mothers, a question was kept to the working mothers that who is the best helper to socialize their children in absence of them (Table 9).

Table 9: Helper of the Working Mothers in Socialization of their Children by Class

Who Help the Working Mothers	Working Mothers				Total	
	Upper Class		Lower Class		Number	Percentage
	Number	Percentage	Number	Percentage		
Maid Servant	55	50.0	54	49.1	109	49.6
Husband	76	69.1	2	1.8	78	35.5
Daughter/Son	11	10.0	59	53.6	70	31.8
Father in Law/Father	13	11.8	7	6.4	20	9.1
Mother in Law/Mother	1	.9	14	12.7	15	6.8
Brother/Brother in Law	7	6.4	3	2.7	10	4.6
Sister/Sister in Law	5	4.5	3	2.7	8	3.6
Total	168* (N=110)		142* (N=110)		310* (N=220)	

* Multiple Responses

The working mothers have mentioned that they have taken multiple sources of help to socialize their children. The statistics indicates that the working mothers in both classes got the help maid servant, from husband, daughter/son, father /father in law, mother/mother in law, brother/brother in law and sister/sister in law. Maid servant is the main source of helping hand for both the classes of working mothers. A great difference is found between upper class and lower class working mothers in terms of helping hand. Data reveal that upper class working mothers got the maximum help from the maid servant and lower class working mothers got the maximum help from the daughter/son. It can be commented that the lower class working mothers seriously face the socialization's problem of children compared to that of the upper class working mothers. In spite of remaining difference to get the volume of assistance from the helper between the upper and lower class of working mothers, they got help from the same sources of assistance.

6.0 Concluding Remarks

On the basis of above review, it can be said that the children of working mothers did not learn properly how to feed, how to use toilet, how to wear dress and how learn a perfect dialect. But these are considered to the social scientist as the basic parameter of socialization. It is evident from the study that these fields of socialization of the children are greatly hampered due to absence of mothers. As a result, the new generation of our country is becoming addicted in the technology based equipments. To some extends, they are involved in the cyber crime which is threat for the

society. A social worker can intervene in the society to change the attitude, norms and values towards the socialization of the children of the working mothers. As per the findings of the present study, the concerning authority would be able to understand about the socialization of the working mother's children. An effective policy and plan can be formulated on the basis of these findings from the viewpoint of social work in Bangladesh.

References:

- Charon, Joel (1987), *The Meaning of Sociology: A Reader*. Englewood, CA: Prentice Hall.
- Clausen, John A.(1968), *Socialization and Society*, Boston: Little Brown and Company.
- Henslin, James M (1999), *Sociology: A Down-To-Earth Approach*, Boston: Allyn and Bacon.
- Holland, David (1970), Familization, Socialization, and the Universe of Meaning: An Extension of the Interactional Approach to the Study of the Family. *Journal of Marriage and the Family*, Volume-32(3):415-27.
- Kabeer, N. (1988), "Subordination and Struggle: Women in Bangladesh", *New Left Review*. No. 168.
- Mamun, Syeda Afreena (2010), *Problems of Working Mothers in Socializing Children: A Study on Rajshahi Metropolitan City* (Unpublished Ph. D Thesis), Rajshahi: Department of Social Work, University of Rajshahi.
- Mortimer, Jeylan T. and Roberta G. Simmons (1978), *Adult Socialization*. *Annual Review of Sociology*, Volume 4:421-54.
- Parsons, Talcott and Bales, Robert (1956), *Family, Socialization and Interaction Process*, London: Routledge and Kegan Paul.
- Rao, C. N. Shankar (2010), *Sociology Primary Principles*, New Delhi: S. Chand & Company Ltd.
- Siddiqui, Mustafizur Rahaman (2002) "Women of Bangladesh: As They See Themselves", *Journal of the Institute of Bangladesh Studies*, Vol. 25, Rajshahi: IBS, University of Rajshahi.