



Comparison of selective attention and attachment methods in two groups of children with working mothers and non-working mothers

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ABSTRACT

The point of the research is to compare selective attention rate and attachment methods in two groups of children with working mothers and non-working mothers. Based on an estimate relating to this research, the variable of mother's working condition affects the rate of children's selective attention and also the formation of their attachment methods. For this reason, Collins and Reed questionnaire was used in order to measure the attachment methods related to working mothers children V.S those of non-working mothers and also the D2 concentration and effort test was taken to measure the amount of their attention. The target group in this research includes all teen aged girl 2th graders in the second educational district of Tehran out of which 60 students were chosen randomly from the group of working mothers and 60 from the group on non-working mothers. In order to analyze the gathered information, independent sample T test was taken. The results showed that the efficiency score (KL) for both groups were different, in such ways that children with non-working mothers acquired a higher score in concentration. Other gathered information showed that there is a noticeable gap between the two groups in the fields of GZ and GZ-F, in such ways that children with non-working mothers benefit from better conditions and stand out in comparison to children with working mothers, and the result of this research shows that there is no difference in the attachment methods shown by both groups.

Keywords: selective attention, attachment methods, mother's employment

INTRODUCTION

Along with the communities structural changes in the present century coming from the modernism process, the whole organizations and social communities or institutions have been lost their traditional context going towards the same modernism era in this regard. The whole people have to get adapted with this social reality as the main social elements into the related organizations dynamically. For the reason, the family foundation will confront with these changes and the women will also enter into this scenario socially and they will struggle to assist their family economical requirements in this pavement. The occupation of women and the Double Burden roles of these women have made some problems for them influencing on children drastically [21]. The progression and growth are the most fundamental issues of every family leading to nurture children in this case. This subject is the basic element of the whole communities. It is obvious that this responsibility is roughly conducted by the mothers in every society. The relationship between mother and child is one of the most important cases for nurturing the children's personality being confirmed by some psychologists such as Freud, Klein Melanie, Sullivan, Eriksson and Bowlby. There have been applied many various definitions for the relationships between parent-child in the psychological theories such as object-relations and attachment. Bowlby (1996) has carried out the investigation of this relationship titling the Attachment regularly and coherently [7]. According to Bowl by the child attachment is not only established for the nutritional requirements of a child. The child tendency for making a kind of close relationship with mother or certified people is called the Attachment. He stated that the relation patterns between mother and child is consisted of the attachment style of a person including the sustainable perception relations, emotions and behaviors [6]. Most psychologists imagined that the governed attachment in childhood time is continued in the next steps of the life influencing on the

personal life (Attari et al, 2006). The lack of mother's existence can also influence on the children's orientation as the most essential elements for appearing this process. The problem of children's attention and following trauma formation can also lead the young people to act based on their own selections and choices; this makes them to get confused in their decisions and cannot determine their own future independently (Bagheri, 2012). There have been achieved little studies regarding to the child-nurturing issues in domestic and foreign affairs and attention functions and this deficiency is very effective in the whole researches. Based on the child-parent pattern (Bagheri, 2012), this process may lead to perplex of the whole children; so it seems to be necessary to investigate the relationship between the lack of mothers' existence and its formation on the attachment style as well as the selective attention. According to the above-mentioned statements, the present study tries to reply the following question:

Is there any relationship between both groups of mothers due to the selective attention? Is there any difference between both groups of mothers due to the attachment styles?

Nicholas and Sheree showed that the early attachment of a child has an important impact on the personal criminal action and behavior making the same child stable and sustainable in the future adulthood. These studies have shown that children with unsafe attachment feel anxiety and scare and they cannot find someone to say their words; these feelings can be considered as the main criminal behaviors to be formed in this regard [5]. Sroufe (1998) in a longitudinal study showed that the safe attachment to the mother makes little attachment into children towards their teachers and they never make any enmity for their co-ages in this pavement [20]. Crby and Brooke (2006) have shown that caregivers showing positive response to the requirements of the children have higher commitment for these children regarding to the social relations and learning tendencies considering the social norms [9]; the children also nurture this social merit and ability for reaching to the self-controlling and cognitive growth issues. Also these models can be established for the social behaviors. These feelings can grow the background of the trust and motivation increasing the effective commitment in social and physical environment. Paterson, Pryor and Feilde (1994) also concluded in their studies that the quality of the adults' attachment and their support have a significant relationship with the adolescents coping ability [17]. Waters (1998) stated that the unsafe attachment children get motivated of facing with problems; they become immediately disappointed not being able to ask others to be cared in this case [21]. Levy (1998) has shown that the unsafe attachment process among the college students used the avoidance coping style when they faced with problems [14]. Hoffman (1984) found that the working mothers have little time for baby-sitting in compare to housewives [13]. The occupation of the mothers particularly in early times of the children makes negative impact on their life. Toharia has shown that according to the family situation has an impact on the attachment safety [13], the pressures of the mothers at their job setting make them to feel so tired responding reluctantly to their children. Rogman (2002) in a research regarding to the relationship of the kindergarten and attachment showed that the degree of unsafe children in kindergarten is higher than the non-kindergarten children (36% versus 29%) [12]. Simsoon in a longitudinal study on 78 infants ranging to 20 years old showed that the safe attachment is related to the quality of co-ages relations in primary school till one year old. This also influences on the friendship relations in adolescence time. This friendship relation also predicts the emotional relations quality in early adulthood. Caron (2012) in a research titling the investigation of the relations quality and parents' attachment patterns and romantic relations in young people showed that there is a positive relationship between the safe attachment style with friends and parents and the coworkers as well as the romantic relations in adolescence times [8]. Paterson (1981) says that the children without their parents' observation may achieve unhealthy relations such as watching destructive movies, escaping school tasks, watching more TV programs [17]. These children feel deep aloneness, anxiety, scare and fear higher than other children; they may achieve destructive actions in their early adolescence times such as drug abuse and criminal actions.

METHODOLOGY

The present study is a causative-comparative type of study because the main purpose of the researcher is to investigate the degree of the selective attention and adolescents' attachment styles in the high school level among both groups of mothers.

Sampling method and sample volume:

The statistical community of the present study includes the young four grade high school students of 2nd district of Tehran education department. First, five girl high schools of 2nd district of Tehran City were randomly taken up and then the four-graded girl students were asked to complete the D2 test and they filled the Collins and Reed attachment questionnaire; of these students about 60 mothers were working and the children had no any close relationship with their mothers and 60 young people had mothers without any job. Hence, the number of the present sample was 60 girls in four-graded high school with

working mothers and 60 four-graded high school students with non-working mothers that they were selected by the use of available sampling method as the sample of the study.

Research measuring instrument

D2 selective attention test

This test is a diagnostic selective attention test being produced in a technical supervision organization in the city of Ossen in Germany. Due to the theoretically based of the related test, it is based on Lover and Jenkins researches in this regard. This test belongs to those tests that have been established for the psychological public functions. The ninth and new version of this test has been carried out in 2001 regarding to the norm-seeking domain on people ranging from 9-60 years old; the new affiliation of this test is subjected to the Berlin Azad University during 1999-2000. This test has been also norming by Bagheri in Iran at present time. The psychological public functions include the concentration, attention, degree of struggle and interior readiness. The related test has been normed in Berlin Azad University and its normology domain is subjected to people ranging from 9-60 years old.

The indices of this test include the following cases

Fehlerrohwert error score (f): this score is the total subjects' errors $F = F1 + F2$ is including two errors:

Error one or elimination error (F1):

This type of the error includes the whole target-based stimulants (the letter d with two tiny lines) and showing that the subject has not answered the question and eliminated it. Of course it should be mentioned that the first type of the errors does not include the target-based stimulants not being lined up in a one statement but they only includes the number of target-based stimulants establishing before the visual stimulant.

Error two or committing error (F2): it includes the whole non-target symptoms never being marked but the subject has marked them in every 14 lines as mistake in this case.

Konzentrationsleistung attention net score (KL):

This score equals with total visual stimulants of the subject being marked truly.

Gesmat (allerbearbeiteten) Zeichen efficacy score (GZ):

This score reflects the number of visual stimulants that the subjects have investigated them during the test and they have been decided about how to mark them in terms of their targets.

Schwankungs-breite change domain (SB):

It includes the fraction between the maximum and minimum of the function that a subject has shown during the 14 lines; this score can be subjected to the stability and variability of the function speed among the whole subjects. The change domain of the score does not have a normal distribution not being considered as the variables with high validity of the related test.

Collins and Reed adulthood attachment styles questionnaires (RAAS):

The adulthood attachment scale has been firstly prepared by Collins and Reed in 1990 and it has been revised again in 1996. The foundation of this test is subjected to the attachment theory. This scale investigates and evaluates a person's communicative skills and intimacy relation style including the self-evaluation and self-description issues regarding to the attachment styles with 18 data that they are being marked by a five-Likert scale ranging from: it does not related to my features: (1) to it related to my features: (5). By analyzing these factors, three sub-scales with 6 articles are clarified; these three sub-scales are as following:

Dependence: degree of subjects' trust to others

Closeness: degree of comfort in relation to the emotional closeness and intimacy

Anxiety: fear of having relation with other relations

The sub-scale of anxiety is coincident with the anxiety-dependence. The sub-scale of closeness is a bipolar dimension being confronted with the safety and avoiding descriptions basically. Hence, the closeness is related to the safe attachment and the sub-scale of the dependence has a reverse relation with the avoidance attachment fairly.

Collins and Reed questionnaire has been evaluated in many various studies and its validity and reliability has been also obtained in this regard. The validity of the test in Collins and Reed research was higher than 80% in 1990. The obtained results from two times completion of the questionnaire were shown with a one month periodical duration from each other. This test is trustable in 95% level. In addition, the reliability of the test in a 20 Pilot Group with 10 days was evaluated by re-testing method. The correlation coefficient of the method was 76% in this case representing a suitable reliability in this pavement.

Data analysis method

In this test the means comparison test was used the group comparison of Independence Sample T-test.

Table 1: comparison of children groups with working and non-working mothers in terms of the attention net score

Group	Mean	Mean difference	T	DF	Sig
Working mothers	183.05	-16.93	-2.332	118	0.021
Non-working mothers	199.98				

The above mentioned table shows the T-test for the mean comparison of the attention net score in both groups. It is observed that the mean of working mothers is lower than non-working mothers. The related T-test confirms the significant difference between both groups in 5% error level. The attention net score is different between working and non-working mothers so that the non-working mothers have obtained higher scores than working mothers.

Table 2: group comparison in selective attention dimension

Dimensions of selective attention	Group	Mean	Mean difference	T	DF	Sig
Total efficacy GZ	Working mothers	49.43	-44.5667	118		0.004
	Non-working mothers	536				
Domain of efficacy change SB	Working mothers	19.93	1.5333	118		0.307
	Non-working mothers	18.40				
Net efficacy Gz-F	Working mothers	455.88	-41.8500	118		0.004
	Non-working mothers	497.73				
First type error F1	Working mothers	34.05	-2.6833	118		0.622
	Non-working mothers	36.73				
Second error type F2	Working mothers	1.50	-0.333	118		0.971
	Non-working mothers	1.53				
Total error F	Working mothers	35.55	-4.86	118		0.628
	Non-working mothers	38.27				

It is observed that the mean of working mothers group in the indices of total efficacy and net efficacy is lower than the non-working mothers. The T-test confirms the significant difference between both groups in 5% error level. For the reason, it is confirmed that there is a significant difference between both groups in dimensions of total efficacy and net efficacy so that the non-working mothers have better situation in compare to working mothers[12].

Table 3: comparison of both working and non-working mothers in terms of the closeness scale

Group	Mean	Mean difference	T	DF	Sig
Working mothers	3.64	-0.778	-0.635	118	0.526
Non-working mothers	3.72				

The above mentioned table shows the T-test for the mean comparison of the closeness score in both groups. It is observed that the mean of working mothers is lower than non-working mothers. The related T-test confirms the significant difference between both groups in 5% error level. Of course there is no observed a difference between the working and non-working mothers in relation to the closeness scale.

Table 4: comparison of both working and non-working mothers in terms of the dependence scale

Group	Mean	Mean difference	T	DF	Sig
Working mothers	2.7750	-0.406	-0.326	118	0.745
Non-working mothers	2.8156				

The above mentioned table shows the T-test for the mean comparison of the dependence score in both groups. It is observed that the mean of working mothers is lower than non-working mothers. The related T-test confirms the significant difference between both groups in 5% error level. Of course there is no observed a difference between the working and non-working mothers in relation to the dependence scale.

Table 5: comparison of both working and non-working mothers in terms of the anxiety scale

Group	Mean	Mean difference	T	DF	Sig
Working mothers	2.52	0.2239	1.595	118	0.113
Non-working mothers	2.30				

The above mentioned table shows the T-test for the mean comparison of the anxiety score in both groups. It is observed that the mean of working mothers is lower than non-working mothers. The related T-test confirms the significant difference between both groups in 5% error level. Of course there is no observed a difference between the working and non-working mothers in relation to the anxiety scale.

Table 6: correlation matrix of relations between research main variables

Dependency	1					
Anxiety	-0.121	1				
Closeness	0.347*	0.230*	1			
Score of net attention	0.039	-1.19	0.115	1		
Net efficacy	0.006	-0.101	0.128	0.869*	1	
Total efficacy	0.021	-0.067	0.110	0.713*	0.943*	1
Pearson correlation	Dependency	Anxiety	Closeness	Score of net attention	Net efficacy	Total efficacy

The above-mentioned table shows the correlation coefficients between the dimensions of the selective attention and scales of dependence style. It is observed that the scales of the dependence style has a reverse relationship with the anxiety and closeness; of course this degree is ranging from low to moderate levels (-0.23). of course the closeness relationship with dependence is significant and direct and its degree is 0.35 as moderate limit. The relationship between the main dimensions is also significant and direct and its intensity is very high. The related table shows that none of these selective attention dimensions have significant relationship with dependence styles scales.

DISCUSSION AND CONCLUSION

Table 3-4 shows the results of T-test for the mean comparison of the attention net score in both groups. It is observed that the mean of the working mothers is lower than non-working mothers. The T-test confirms the significant difference between both groups in 5% lower error level. Hence, the attention net score is different between both related groups in this study. Again, it is observed that the mean of working mothers in total efficacy indices (Gz) and net efficacy (Gz-F) is lower than the non-working mothers. The

T-test confirms the significant difference between both groups in 5% lower level; for the reason, it is confirmed that there is a significant difference between both groups in terms of total efficacy and net efficacy so that the non-working mothers have better condition in compare to working mothers. Therefore generally children with non-working mothers have higher selective attention than the children with working mothers. Table 4-5 shows the results of T-test for the mean comparison regarding to the closeness scale score in both groups. Although the mean scale of working mothers is lower than the non-working mothers but the T-test does not confirm the significant difference between both groups in 5% lower error level. Hence, there is no observed a difference between the closeness scale score between the working and non-working mothers [17,9].

Table 4-6 shows the results of T-test for the mean comparison regarding to the dependence scale score in both groups. Although the mean scale of working mothers is lower than the non-working mothers but the T-test does not confirm the significant difference between both groups in 5% lower error level. Hence, there is no observed a difference between the dependence scale score between the working and non-working mothers.

Table 4-5 shows the results of T-test for the mean comparison regarding to the anxiety scale score in both groups. Although the mean scale of working mothers is lower than the non-working mothers but the T-test does not confirm the significant difference between both groups in 5% lower error level. Hence, there is no observed a difference between the anxiety scale score between the working and non-working mothers [5,21].

In general the present study and its results show that children with non-working mothers have higher selective attention in compare to the working mothers. Hence, the existence of the mother plays a key role in the children's early growing times. This research is coincident with the theoretical child-parent pattern of Bagheri (2012) and the carried out researches of [2,13,17]. Although there is no observed significant difference between the closeness, dependence and anxiety scales between the working and non-working mothers, but children with working mothers are safe in relation to the scales of closeness, dependence and anxiety but their scores are lower than the non-working mothers in this regard. This also is coincident with the research results of [14,9,5,15,8].

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