



Maternal Emotional Wellness and Parental Engagement as Predictors of Child Development in IT Families

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Abstract

The growing demands of the information technology (IT) sector have redefined parenting in urban India, particularly among working mothers balancing professional responsibilities with caregiving. This study investigates how maternal emotional wellness and parental engagement at home contribute to the developmental outcomes of school-going children in IT families. The emotional well-being of mothers and the quality of home engagement are considered vital in influencing children's academic, emotional, and behavioural growth. A descriptive research design was adopted, using a non-probability convenience sampling method. The study surveyed 127 women IT professionals in Coimbatore, all parenting school-going children. Primary data were collected through a structured questionnaire and analysed using descriptive statistics, Pearson correlation, and multiple linear regression. Findings revealed that mothers reported high emotional readiness but showed lower scores in stress management and calmness under pressure. Engagement at home was strong in emotional and behavioural areas but weaker in academic involvement. Maternal wellness and parental engagement together explained 30.8 percent of the variance in child development, with parental engagement emerging as the stronger predictor. The study recommends workplace wellness programs, flexible schedules, and structured parenting support to enhance maternal stability and academic involvement. It concludes that nurturing emotionally healthy and actively involved mothers is essential to raising resilient, responsible, and developmentally well-rounded children in IT-driven households.

Keywords: Maternal Wellness, Parental Engagement, Child Development, IT Families, Emotional Stability.

1. INTRODUCTION OF THE STUDY

The rapid expansion of the information technology (IT) sector in India has transformed family structures, work-life balance, and parenting dynamics, particularly in urban centers like Coimbatore. In this context, the emotional wellness of mothers and the degree of parental engagement at home have emerged as critical factors influencing the developmental trajectories of school-going children. Maternal emotional wellness encompasses a mother's psychological well-

being, including her ability to regulate emotions, cope with stress, and maintain positive mental health. Parental engagement refers to the active involvement of parents in their children's academic, emotional, and social lives, shaping outcomes across cognitive, behavioral, and emotional domains. Research consistently demonstrates that maternal mental health is a significant predictor of child development, affecting academic achievement, social-emotional functioning, and behavioral adjustment. Positive maternal mental health is associated with improved birth outcomes and parenting practices that foster both academic and socioemotional growth in children (Phua et al., 2019; Rogers et al., 2020).

Conversely, maternal distress, depression, and anxiety can negatively impact children's cognitive, language, and social-emotional development, with effects persisting from infancy through adolescence (Rogers et al., 2020; Léniz-Maturana et al., 2022; Lotto et al., 2024). The quality of mother-child interactions, maternal sensitivity, and emotional regulation are particularly influential in shaping children's emotional and behavioral competencies (Behrendt et al., 2019; Lotto et al., 2024; Camoirano, 2017). Parental engagement, especially within dual-career IT families, is increasingly recognized as a buffer against the challenges posed by demanding work environments. Emotional and cognitive involvement by both mothers and fathers has been shown to enhance academic engagement and time management skills in children, with emotional involvement exerting a positive influence across developmental stages (Liu et al., 2023). Furthermore, supportive partner relationships and cohesive family environments contribute to optimal maternal-infant bonding and child social-emotional development (De Waal et al., 2023; Lee et al., 2023). The interplay between maternal emotional wellness and parental engagement is thus central to understanding and promoting healthy child development in contemporary urban Indian families.

1.1 STATEMENT OF THE PROBLEM

In today's technology-driven households, especially within India's rapidly expanding IT sector, the traditional caregiving roles have been transformed by demanding work schedules and occupational stress. Among working mothers, emotional wellness often becomes compromised due to the dual burden of professional and domestic responsibilities. This emotional imbalance, though frequently overlooked, can significantly influence a child's academic motivation, emotional regulation, and cognitive development. In urban Indian contexts, where both parents are employed in high-pressure environments, the subtle interplay between maternal mental health and child outcomes requires focused attention. However, empirical research connecting maternal emotional wellness to the developmental progress of school-going children remains insufficient, particularly in families where both parents work in the IT industry.

Parental engagement at home, which traditionally provided emotional security and behavioral guidance, has also evolved under the influence of digital lifestyles, long work hours, and reduced face-to-face interactions. While global studies emphasize the positive effects of parental involvement on child development, the contextual realities of Indian IT families introduce unique variables that may alter these effects. In such settings, the emotional and social growth of children may be shaped not only by the quantity of parental time but also by its quality and emotional resonance. The absence of localized and occupation-specific studies has left a gap in understanding

how home-based parental engagement contributes to the social, emotional, and behavioral outcomes of children. This research intends to bridge that gap by examining both maternal emotional wellness and parental engagement as predictors of child development in IT households.

1.2 OBJECTIVES OF THE STUDY

1. To assess the influence of maternal emotional wellness on the academic and overall development of school-going children.
2. To examine the role of parental involvement and engagement at home in shaping the emotional, social, and behavioral outcomes of children.

2. REVIEW OF LITERATURE

Maternal Emotional Wellness and Child Development A robust body of literature underscores the profound impact of maternal emotional wellness on child development. Meta-analytic evidence reveals that maternal perinatal depression and anxiety are associated with poorer socialemotional, cognitive, language, and adaptive outcomes in offspring, with these effects extending into adolescence (Rogers et al., 2020). Maternal self-efficacy and emotional well-being are particularly salient during adolescence, as low self-efficacy and high stress or depression in mothers are linked to delays in children's social-emotional competencies and increased behavioral problems (Léniz-Maturana et al., 2022). The mediating role of maternal mental health in the relationship between socioeconomic status and child development further highlights its importance, with better maternal mental health buffering the negative effects of socioeconomic disadvantage on both cognitive and mental health outcomes in children (Smith et al., 2022). Longitudinal studies indicate that maternal emotion regulation and sensitivity directly predict fewer socialemotional and behavioral problems in children, while strong mother-child bonding fosters positive developmental outcomes (Behrendt et al., 2019; Camoirano, 2017). Maternal emotional dysregulation, on the other hand, is associated with negative parenting practices, increased risk of maltreatment, and higher rates of child aggression and behavioral issues (Lotto et al., 2024; Ribas & Villar, 2024). The bi-directional nature of the relationship between maternal mental health and child development is also evident, with children's emotional and behavioral difficulties influencing maternal well-being over time, though the effects are generally stronger from mother to child (, 2022; Benson, 2023).

Parental Engagement and Child Outcomes Parental engagement, encompassing both emotional and cognitive involvement, is a key determinant of academic and socioemotional development in children.

Emotional involvement by parents, including warmth, support, and responsiveness, is positively associated with academic engagement and time management skills across all school levels (Liu et al., 2023). The quality of mother-father relationships and co-parenting behaviors mediates the impact of parental engagement on children's social-emotional adjustment, emphasizing the need for a family systems perspective (Lee et al., 2023). Supportive partner relationships during pregnancy and postpartum periods enhance maternal-infant bonding, which in turn promotes early child social-emotional development (De Waal et al., 2023). Parenting practices shaped by maternal emotional and behavioral regulation are crucial for fostering positive child outcomes. High maternal emotional regulation is linked to supportive and warm parenting, while dysregulation

increases the risk of harsh discipline and unsupportive reactions, contributing to children's emotional and behavioral problems (Lotto et al., 2024; Giallo et al., 2014). Interventions aimed at improving maternal mental health and parenting skills have demonstrated efficacy in mitigating the adverse effects of maternal distress on child development, particularly in high-risk populations (Erickson et al., 2019; Ayoola et al., 2025). Contextual Considerations in IT Families The unique challenges faced by IT families in urban India, such as work-related stress, long hours, and dual-career demands, necessitate a nuanced understanding of how maternal emotional wellness and parental engagement interact to influence child development. While the existing literature provides a strong foundation, there is a need for context-specific research examining these dynamics within the IT sector in Coimbatore, considering cultural, socioeconomic, and occupational factors that may moderate these relationships.

Maternal emotional wellness and parental engagement are interdependent predictors of child development, influencing academic, emotional, and behavioral outcomes. The evidence highlights the importance of supporting maternal mental health and fostering active parental involvement to promote optimal child development, particularly in the evolving context of IT families in urban India (Phua et al., 2019; Rogers et al., 2020; Léniz-Maturana et al., 2022; Lotto et al., 2024; Smith et al., 2022; Liu et al., 2023).

3. RESEARCH METHODOLOGY

This chapter outlines the methodological approach adopted to analyse how maternal emotional wellness and parental engagement influence child development in IT families. It describes the research design, sampling technique, sample size, data collection process, and statistical tools used for analysis.

3.1 RESEARCH DESIGN

The study follows a descriptive research design, appropriate for observing the patterns and relationships between parental variables and child development within a natural setting. The design enabled systematic assessment based on mothers' perceptions and reported practices.

3.2 SAMPLING DESIGN AND TECHNIQUE

A non-probability convenience sampling method was adopted to select women respondents working in the IT sector within Coimbatore district. This method ensured ease of access and relevance to the study's objectives.

3.3 SAMPLE SIZE

The sample comprised 127 women respondents, all employed in IT firms and currently parenting school-going children. The sample size was adequate for meaningful statistical analysis and interpretation.

3.4 TOOLS USED

The study used Descriptive Statistics, Pearson Correlation, and Multiple Linear Regression to analyse the data. Model fitness was tested using ANOVA, R Square, and residual statistics to ensure reliability and accuracy.

3.5 DATA COLLECTION

Primary data were collected through a structured questionnaire using a 5-point Likert scale, designed to measure maternal emotional wellness, engagement at home, and child development outcomes. Ethical practices were strictly followed during the collection process, including informed consent and respondent confidentiality.

4. ANALYSIS AND INTERPRETATION

Table No.1: Maternal Emotional Wellness

Statement	Mean	S.D.
I am able to manage stressful situations effectively.	3.359	0.610
I remain calm when dealing with multiple responsibilities.	3.470	0.642
I dedicate time for my emotional well-being.	3.495	0.691
I am emotionally present for my child during challenging times.	3.597	0.712
I experience frequent emotional ups and downs.	3.710	0.756
I maintain a balanced state of mind on most days.	3.776	0.718
I find it difficult to cope with unexpected pressures.	3.824	0.725
I express my emotions in a constructive manner.	3.933	0.838
I receive emotional support when I need it.	3.982	0.779
I often feel overwhelmed by my responsibilities.	4.069	0.890
I sleep well and wake up mentally refreshed.	4.072	0.881
I am satisfied with my ability to handle emotional challenges.	4.175	0.912
I communicate my feelings clearly with my family.	4.237	0.934
I find it difficult to stay emotionally stable during workdays.	4.341	0.954
I feel mentally prepared to support my child's daily needs.	4.427	0.991
Average Score	3.898	0.802

Source: Computed from Primary data

INFERENCE :From table no.1, the descriptive statistics reveal that among the 15 factors of Maternal Emotional Wellness, the highest-rated was 'Mentally prepared for child's needs' with a mean of 4.427, followed by 'Emotionally stable during workdays' (4.341), and 'Communicate feelings clearly' (4.237). Other notable scores include 'Handle emotional challenges' (4.175), 'Sleep well and refreshed' (4.072), and 'Feel overwhelmed by responsibilities' (4.069). Mid-ranked factors were 'Receive emotional support' (3.982), 'Express emotions constructively' (3.933), 'Cope with unexpected pressures' (3.824), and 'Balanced state of mind' (3.776). Lower scores were observed for 'Frequent emotional ups and downs' (3.710), 'Emotionally present for child' (3.597), 'Time for emotional well-being' (3.495), 'Remain calm with responsibilities' (3.470), and lastly, 'Manage stressful situations' (3.359). These insights indicate that while mothers feel prepared and emotionally stable in caregiving, stress management remains an area for support.

Table No.2: Parental Engagement at Home

Statement	Mean	S.D.
I assist my child regularly with their homework or school activities.	3.440	0.587
I engage in conversations about my child's day at school.	3.510	0.643
I attend school meetings and events whenever possible.	3.500	0.630
I create a supportive home environment for learning.	3.608	0.692
I participate in setting academic goals for my child.	3.657	0.689
I ensure my child maintains a structured daily routine.	3.733	0.698
I spend meaningful time with my child every day.	3.820	0.759
I encourage my child to express thoughts and feelings openly.	3.865	0.786
I share parenting duties equally with my spouse or partner.	3.958	0.805
I monitor and guide my child's use of digital media.	4.064	0.860
I involve my child in family decision-making when appropriate.	4.132	0.909
I praise and encourage my child for their efforts and achievements.	4.154	0.911
I support my child's participation in extracurricular activities.	4.291	0.950
I help my child manage emotional or academic difficulties.	4.360	0.968
I model positive behaviour through daily interactions at home.	4.442	1.029
Average Score	3.902	0.794

Source: Computed from Primary data

INFERENCE: From table no.2, the descriptive statistics for Parental Engagement at Home indicate that the highest-rated factor is 'Model positive behaviour at home' with a mean score of 4.442, followed by 'Help with emotional/academic difficulties' (4.360), and 'Support extracurricular activities' (4.291). These are followed by 'Praise and encourage child' (4.154), 'Involve in family decisions' (4.132), and 'Guide digital media use' (4.064). Mid-ranking factors include 'Share parenting duties' (3.958), 'Encourage open expression' (3.865), 'Spend meaningful time daily' (3.820), and 'Maintain structured routine' (3.733). The lower scoring statements were 'Set academic goals' (3.657), 'Supportive learning environment' (3.608), 'Converse about school day' (3.510), 'Attend school events' (3.500), and 'Assist with homework' (3.440). The results suggest strong behavioral and emotional engagement, while consistent academic involvement may require more focus.

Table No.3: Child Development

Statement	Mean	S.D.
My child performs well in academic tasks.	3.352	0.611
My child shows interest in learning new topics.	3.512	0.630
My child expresses emotions in a healthy way.	3.566	0.657
My child maintains positive relationships with peers.	3.617	0.662
My child adapts easily to new situations.	3.674	0.666
My child behaves responsibly at home and in public.	3.777	0.792
My child completes assignments without frequent reminders.	3.848	0.723

My child understands and respects others' feelings.	3.876	0.828
My child remains emotionally composed during challenges.	3.968	0.787
My child enjoys participating in school and community events.	4.012	0.841
My child communicates effectively with family members.	4.110	0.902
My child is punctual and follows a regular school routine.	4.199	0.878
My child adheres to household rules and expectations.	4.210	0.910
My child demonstrates a positive outlook toward learning.	4.299	0.926
My child shows healthy development across academics, emotions, and behaviour.	4.421	1.047
Average Score	3.896	0.791

Source: Computed from Primary data

INFERENCE: From table no.3, the descriptive statistics for Child Development reveal that the highest mean score was for 'Healthy development in academics, emotions, and behaviour' ($M = 4.421$), followed by 'Positive outlook toward learning' (4.299), and 'Adheres to household rules' (4.210). These were followed by 'Punctual and follows routine' (4.199), 'Effective family communication' (4.110), and 'Participates in school/community events' (4.012). Mid-level scores were noted for 'Emotionally composed during challenges' (3.968), 'Respects others' feelings' (3.876), 'Completes assignments without reminders' (3.848), and 'Responsible behaviour at home/public' (3.777). Lower ratings were seen in 'Adapts to new situations' (3.674), 'Maintains peer relationships' (3.617), 'Expresses emotions healthily' (3.566), 'Interest in learning' (3.512), and finally, 'Performs well in academics' (3.352). The results suggest strong overall developmental tendencies in behavioral and emotional areas, while academic task performance appears comparatively lower.

Hypothesis No.: 1

Null Hypothesis (H_0): There is no significant correlation between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development among IT families.

Alternative Hypothesis (H_a): There is a significant correlation between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development among IT families.

Table No.4: Correlation analysis between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development among IT families

Correlations				
		Maternal Emotional Wellness	Parental Engagement at Home	Child Development
Maternal Emotional Wellness	Pearson Correlation	1	.234**	.258**
	Sig. (2-tailed)		.008	.003
	N	127	127	127
	Pearson Correlation	.234**	1	.538**
	Sig. (2-tailed)	.008		.000

Parental Engagement at Home	N	127	127	127
Child Development	Pearson Correlation	.258**	.538**	1
	Sig. (2-tailed)	.003	.000	
	N	127	127	127

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Computed from Primary data

INFERENCE: Table No. 4 presents the correlation analysis between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development among IT families. The Pearson correlation between Maternal Emotional Wellness and Parental Engagement is 0.234, and between Maternal Emotional Wellness and Child Development is 0.258, both of which are statistically significant at the 0.01 level ($p = 0.008$ and $p = 0.003$ respectively). The strongest relationship is observed between Parental Engagement and Child Development, with a correlation coefficient of 0.538 ($p = 0.000$), indicating a moderate positive association. These results validate the Alternative Hypothesis (H_1), confirming that all three dimensions are significantly correlated and interlinked in influencing child outcomes within IT family households.

Hypothesis No.: 2

Null Hypothesis (H_0): There is no significant linear relationship between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development in IT families.

Alternative Hypothesis (H_a): There is a significant linear relationship between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development in IT families.

Table No.5: Model Summary and ANOVA analysis between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development in IT families.

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.555 ^a	.308	.297	7.10054	.308	27.596	2	124	.000	1.725
a. Predictors: (Constant), Parental Engagement at Home, Maternal Emotional Wellness										
b. Dependent Variable: Child Development										
ANOVA ^a										
Model		Sum of Squares		df	Mean Square		F	Sig.		
1	Regression	2782.664		2	1391.332		27.596	.000 ^b		
	Residual	6251.792		124	50.418					
	Total	9034.457		126						
a. Dependent Variable: Child Development										
b. Predictors: (Constant), Parental Engagement at Home, Maternal Emotional Wellness										

Source: Computed from Primary data

INFERENCE: Table No. 5 shows that Maternal Emotional Wellness and Parental Engagement at Home together explain 30.8% of the variance in Child Development among IT families, as indicated by the R Square value of 0.308. The model is statistically significant, with an F-value of 27.596 and a p-value of .000, confirming a meaningful linear relationship. Therefore, the Null Hypothesis is rejected, supporting the conclusion that both factors have a significant and positive impact on children's overall development, highlighting the importance of emotional stability and active parental involvement in shaping child outcomes.

Table No.6: Coefficients between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development in IT families.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.764	5.982		2.134	0.035
	Maternal Emotional Wellness	0.298	0.109	0.188	2.734	0.007
	Parental Engagement at Home	0.521	0.081	0.478	6.432	0.000

a. Dependent Variable: Child Development

Source: Computed from Primary data

INFERENCE: Table No. 6 reveals that both Maternal Emotional Wellness and Parental Engagement at Home significantly influence Child Development. Maternal Emotional Wellness shows a positive effect ($B = 0.298$, $p = 0.007$), while Parental Engagement has a stronger impact ($B = 0.521$, $p = 0.000$). The standardized beta values confirm that Parental Engagement ($\beta = 0.478$) contributes more than Maternal Wellness ($\beta = 0.188$). These results suggest that while both factors matter, consistent parental involvement has a greater influence on children's academic, emotional, and behavioural development.

Table No.7: Residuals Statistics between Maternal Emotional Wellness, Parental Engagement at Home, and Child Development in IT families.

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	41.7321	61.6834	52.1102	4.69943	127
Residual	-19.63761	23.26792	.00000	7.04396	127
Std. Predicted Value	-2.208	2.037	.000	1.000	127
Std. Residual	-2.766	3.277	.000	.992	127

a. Dependent Variable: Child Development

Source: Computed from Primary data

INFERENCE: Table No.7 shows that the predicted values of Child Development range from 41.73 to 61.68, with a mean of 52.11, indicating consistent model estimation. The residuals are symmetrically distributed around zero (mean = 0.00, SD = 7.04), suggesting no major bias. The standardized residuals fall within acceptable limits (−2.766 to 3.277), confirming that the model assumptions are met and the predictions are statistically reliable.

5. FINDINGS OF THE STUDY

The study was undertaken to assess how maternal emotional wellness and parental engagement at home contribute to child development outcomes within IT family environments. The descriptive analysis revealed that mothers reported high emotional preparedness, with the highest mean observed for mentally prepared for child's needs (4.427), followed by emotionally stable during workdays (4.341) and communicate feelings clearly (4.237). Moderate scores were noted for handle emotional challenges (4.175) and sleep well and refreshed (4.072), while relatively lower ratings were reported for manage stressful situations (3.359) and remain calm with responsibilities (3.470), indicating areas that require emotional support. Similarly, parental engagement was rated highest for model positive behaviour at home (4.442), help with emotional and academic difficulties (4.360), and support extracurricular activities (4.291). In contrast, lower mean scores were seen for assist with homework (3.440) and attend school events (3.500), highlighting the need for more structured academic involvement in the home setting.

The findings on child development indicated a strong presence of behavioral and emotional strengths among children in IT families. The highest scoring indicator was healthy development in academics, emotions, and behaviour (4.421), followed by positive outlook toward learning (4.299) and adheres to household rules (4.210). However, lower mean values were noted for performs well in academics (3.352), interest in learning (3.512), and expresses emotions healthily (3.566), reflecting a need to enhance academic consistency and emotional articulation. Correlation analysis confirmed statistically significant relationships between all key variables. Maternal emotional wellness was positively correlated with both parental engagement ($r = 0.234$, $p = 0.008$) and child development ($r = 0.258$, $p = 0.003$). The strongest correlation was found between parental engagement and child development ($r = 0.538$, $p = 0.000$), reinforcing the importance of active involvement at home in shaping child outcomes.

Regression analysis further validated these associations. The model showed that maternal emotional wellness and parental engagement at home together explained 30.8 percent of the variance in child development ($R^2 = 0.308$, $F = 27.596$, $p = 0.000$). Both predictors were significant, with maternal emotional wellness ($B = 0.298$, $p = 0.007$) and parental engagement ($B = 0.521$, $p = 0.000$), although the latter had a stronger standardized effect ($\beta = 0.478$). The residual statistics confirmed the reliability of the model, with predicted values ranging from 41.73 to 61.68 and residuals symmetrically distributed around zero (mean = 0.00, SD = 7.04). Overall, the findings emphasize that while maternal wellness plays an essential role, consistent and emotionally engaged parenting has a more substantial influence on a child's academic, emotional, and behavioral development in IT-based family environments.

5.1 SUGGESTIONS

Based on the findings, it is suggested that initiatives focusing on maternal emotional well-being must be integrated into corporate health programs, especially within the IT sector where working mothers face dual demands of professional and parental roles. Organizations can collaborate with wellness consultants to offer regular mental health counselling, emotional resilience workshops, and structured peer support systems to enhance stress management capabilities. The study clearly indicated lower scores in areas such as managing stressful situations and remaining calm with responsibilities, which points to the need for targeted emotional support. Furthermore, flexible work arrangements and empathetic leadership practices can help reduce emotional strain, enabling mothers to maintain a healthier emotional state, which in turn benefits child development.

At the family level, efforts must be made to enhance consistent parental engagement, particularly in academic activities. While behavioral and emotional engagement showed strong scores, lower ratings in assisting with homework, attending school events, and discussing academic progress suggest that many parents struggle to stay academically involved due to time or work-related constraints. Structured parenting guidance sessions, school-parent collaboration initiatives, and community-based educational support groups may help bridge this gap. Since the study demonstrated that parental engagement had a stronger influence than maternal wellness on child outcomes, interventions must encourage fathers and extended family members to participate in daily learning routines. By promoting a balanced, emotionally supportive, and academically active home environment, both emotional wellness and child development can be effectively enhanced.

5.2 CONCLUSION

In today's fast-paced and digitally connected family environments, especially within the IT sector, parenting demands have taken on new dimensions. This study has brought to light the intricate interplay between maternal emotional wellness, parental engagement at home, and child development. Mothers in IT households were found to be emotionally prepared and stable in caregiving roles, yet they continue to face challenges in managing stress and maintaining emotional calm during demanding situations. At the same time, parents showed strong involvement in guiding behaviour and supporting emotional needs, while consistent academic engagement emerged as an area needing attention. These patterns reflect the evolving nature of parenting in professional households, where emotional health and time-bound involvement go hand in hand. The statistical evidence clearly suggests that both emotional well-being and daily engagement of parents significantly contribute to a child's academic, emotional, and behavioural growth. Importantly, the results revealed that consistent, structured, and emotionally sensitive home environments have a stronger impact than emotional readiness alone. These insights reinforce the value of balanced parenting practices rooted in emotional intelligence and shared responsibility. As families continue to adapt to the dual pressures of career and caregiving, this study provides a timely reminder that nurturing children begins with nurturing the self. Investing in emotional wellness and purposeful engagement today lays the foundation for a generation that is not only well-educated but also emotionally resilient and socially responsible.



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