

Differences in Social and Emotional Maturity of Adolescents across Occupational Status of Mothers

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ABSTRACT The present research has been carried out to compare the level of social and emotional maturity of senior school adolescents of working and non-working mothers. The sample of the study comprised of randomly selected 277 students from schools located at Pantnagar, Uttarakhand. Social Maturity Scale by Rao, Emotional Maturity Scale by Singh and Bhargava and a self-designed questionnaire were used to collect data. The result of the study highlighted significant differences between the social and emotional maturity of adolescents of working and non-working mothers. Adolescents of working and better educated mothers were found significantly more socially matured than those of non-working and working but less educated mothers. On the contrary, adolescents of non-working mothers were found to have significantly better emotional maturity than adolescents of working mothers. However, all the components of social and emotional maturity were found to be significantly and positively correlated with each other across working status of mothers.

INTRODUCTION

A mother is particularly important not because she has special skills but because she is with her children for a much greater time than any other person and her instructions reflect a very strong influence on attitudes, abilities and behaviour of children. Most of those children who are successful and well-adjusted come from homes where parental attitudes are favourable and a wholesome relationship existed between children and parents (Aeri and Jain 2010). It is a universal truth that children require mother's love the most. Mothers give their children love, affection and care since birth. But today, the fast and radical changes occurring in the world at all levels have affected the life style and family pattern of Indian society.

In adolescence (ages 11–17), youth experience puberty, develop abstract thinking abilities, and transition into and out of middle school and then high school. During this period, adolescents are at a greater risk of school dropout, arrest, drug use and some psychological disorders than other age groups. To be successful in

school and in life, adolescents need trusting and caring relationships. Adolescents desire autonomy, independence, and time with peers, but, at the same time, they continue to rely on guidance from parents (Joseph 2012). Adolescents are the backbone of the society; so, they need to be tackled in an efficient manner by parents. Their emotional and social maturity is to be developed in the family. As are the parents, so are the children. Social and emotional maturity is an important aspect of an adolescent's life because he is to develop into an adult, and the society cannot tolerate socially and emotionally immature individual. Moreover, emotional maturity is an important factor in developing social maturity which is largely influenced by education, professional and economic conditions of the family (Kaur 2015).

Sukhsarwala and Mansuri (2015) found that adolescents of working mothers carry higher emotional intelligence than those of non-working mothers. On the contrary, Khan and Hassan (2012) highlighted that children of non-working mothers are emotionally more intelligent than children of working mothers. Children of non-working mothers have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skillful in dealing with people than the children of working mothers. Thus, these findings are creating a vague impression in the mind of the researchers regard-

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ing the effect of working status of mothers on child's maturity.

Keeping in mind the role and importance of mother in developing different domains of child and to come up with the more substantial findings, the present study is an attempt to assess the influence of working status of mothers on social and emotional maturity of adolescents with the following objectives:-

1. To examine the level of social and emotional maturity of adolescents of working and non-working mothers.
2. To explore if the working status of mothers statistically influences the social and emotional maturity of adolescents.
3. To investigate the relationship between social and emotional maturity of adolescents working and non-working mothers.

METHODOLOGY

Sample

The research study was carried out exclusively in the schools of G. B. Pant University of Agriculture and Technology, Pantnagar, in 2009. The respondents for the study were the adolescents studying in class XI of the various schools situated in Pantnagar. Out of the total eight schools situated in Pantnagar, only three schools could be purposively included in the study since only these schools provided education up to intermediate level. All the adolescents studying in class XI of the selected three schools were taken up as respondents for the present study, that is, 87 senior school adolescents (42 boys and 45 girls) from Campus School, 116 senior school adolescents from GGIC and 74 senior school adolescents from PIC, making a total of two hundred and seventy seven (277) respondents for the present study.

Tools

Self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. The mother's occupation was classified into two broad categories namely: Working and Non-working. The working class was further subdivided into Business and Service Class. Service Class was further broken down into Class 1 which included Professor and Teacher, Class 2 which included

Accountant, Class 3 which included Attendant and Class 4 which included Labor. Social maturity of the respondents was assessed using Rao's Social Maturity Scale developed by Nalini Rao. This 90 items scale measures social maturity under 3 dimensions viz. Personal Adequacy, Interpersonal Adequacy and Social Adequacy. The response options available for the items are: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree with scores of 5, 4, 3, 2 and 1 for positive items and 1, 2, 3, 4 and 5 for negative items respectively. The scores of a respondent on 3 sub-scales of the social maturity scale collectively give his / her Composite Social Maturity Score. Emotional maturity of the respondents was assessed through Emotional Maturity Scale by Y. Singh and M. Bhargava. It is a standardized scale. This scale consists of in total 48 questions scattered under five categories, that is, Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Emotional Maturity Scale is a self-reporting Five Point Scale. The response options are Very Much, Much, Undecided, Probably and Never and scores assigned are 5, 4, 3, 2 and 1 respectively. The scores of a respondent on 5 sub-scales of the emotional maturity scale collectively give his / her Composite Emotional Maturity Score.

Procedure and Data Analysis

The respondents were approached in a group of 4 to 5 in the school itself during their free period. Firstly, the purpose of the study was made clear to them. Then, they were requested to give honest responses and were assured that their identity would be kept confidential and information provided by them would be used exclusively for the purpose of research work. English version of both the scales was used with Campus School students as this school is an English medium school where as Hindi version of the scales was provided to students from PIC and GGIC because both these schools are Hindi medium schools. Each sampled student was given questionnaires individually and was asked to fill the questionnaires there and then only under strict supervision of the investigator. The respondents were asked to fill the questionnaires within the given time and then the investigator collected the questionnaires from the students immediately. Statistical analysis was done by using Arith-

metic mean, Standard deviation, Analysis of variance (ANOVA) and Correlation coefficient.

RESULTS AND DISCUSSION

Frequency and percentage distribution of adolescents on social maturity across mother's occupation has been displayed in Table 1. In personal adequacy, majority of adolescents of non-working (49.80%) mothers were found unstable followed by class one (71.43%) and class second (57.14%) service holder mothers. Surprisingly, 1.63 percent adolescents of non-working mothers were observed extremely stable whereas this percentage was found zero for working mothers. However, 1.22 percent of adolescents of non-working mothers were found extremely unstable whereas none of the adolescent of working mother was found under this category of personal adequacy. Under interpersonal adequacy, majority were found to fall under moderately stable category except adolescents of class one service holders. For those whose mothers were class one service holder, were found unstable in majority (57.14%) which seems to be quite surprising. However, none of the adolescents of working as well as non-working mothers was found extremely unstable.

In social adequacy, only adolescents of non-working mothers were found extremely stable (12.24%) whereas, for rest of the adolescents, this percentage was found zero. However, majority of adolescents of non-working mothers were found to fall under moderately stable category (85.71%) whereas, 100 percent adolescents of businesswomen, 50 percent of class one service holders, 85.71 percent of class second service holders, 75 percent of class third service holders and 100 percent of class fourth service holders were assessed as moderately stable. None of the adolescents was found extremely unstable.

At last, under composite social maturity, majority of adolescents were again found to fall under moderately stable category. Only, 1.63 percent adolescents of non-working mothers were found extremely stable whereas for others, this percentage was found zero. However, none of the adolescents was found extremely unstable when compared across mother's occupation under composite social maturity.

Data present in Table 2 reveals the frequency and percentage distribution of selected adolescents on emotional maturity across mother's

occupation. In emotional stability, majority of adolescents were found moderately stable, but surprisingly, adolescents of class fourth service holders (83.33%) were found extremely stable in majority. However, 0.41 percent adolescents of non-working mother were found to fall under extremely unstable category of emotional stability whereas, none of the rest of the adolescent was found extremely unstable.

For emotional progression, 48.57 percent adolescents of non-working mothers, 21.43 percent adolescents of class one service holders, 57.14 percent adolescents of class second service holders, 25 percent adolescents of class third service holders and 66.67 percent of class fourth service holders were found moderately stable. However, under extremely stable category, it was found that 42.04 percent adolescents of non-working mothers followed by adolescent of working mother fall under this category. Surprisingly, 1.22 percent adolescents of non-working and 7.14 percent adolescents of class one service holder mothers were found extremely unstable whereas, for rest of the adolescents, this percentage was found to be zero.

Under social adjustment, majority were found to be extremely stable and none of the adolescent was found extremely unstable. Similarly for personality integration, majority of adolescents were found to fall under extremely stable category. However none of the adolescent of non-working mothers was found extremely unstable whereas surprisingly, 7.14 percent adolescents of class one service holders were observed extremely unstable otherwise, for rest of the adolescents, this percentage was found nil.

Under independence, majority were found moderately stable whereas, 42.86 percent adolescents of class second service holders, 15.92 percent adolescents of non-working and 7.14 percent adolescents of class one service holders were found extremely stable, but surprisingly for rest of the adolescents, this percentage was observed to be zero. Except adolescent of non-working mothers (9.39%) and class one service holders (42.86%), none of the adolescents was found extremely unstable, which is quite surprising as well as noticeable.

Lastly, for composite emotional maturity, again, majority were found to fall under extremely stable category, except for those whose mother were class third and class fourth service holders. For these adolescents, majority were found for moderately stable category (83.33% adolescents of class fourth service holders and 50.00%

adolescents of class third service holders). Surprisingly, adolescents of class one service holders (50%) were found unstable in majority. As far as extremely stable category is concerned, only 7.14 percent of class one service holders were found extremely unstable.

Mean differences in social and emotional maturity of senior school adolescents of Pantnagar across occupation of mother is presented in Table 3. A cursory look at the table clearly reflects that adolescents of class 1 and class 2 employees were significantly personally ($\bar{x}=74.42$ and 73.97), inter-personally ($\bar{x}=78.42$ and 77.87) and socially ($\bar{x}=81.45$ and 80.01) more adequate and eventually socially ($\bar{x}=104.12$ and 103.37) more mature than those of non-working ($\bar{x}=72.21$, 76.26 , 78.26 and 101.00 , respectively), class 3 ($\bar{x}=71.74$, 74.52 , 74.04 and 99.81 , respectively) and class 4 ($\bar{x}=70.94$, 73.26 , 75.04 and 98.21 , respectively) employees. It suggests that adolescents of working and better educated mothers are socially more mature than adolescents of non-working and working but less educated mothers. Khanna (2011) unveiled similar result as obtained above that social maturity of adolescent children of working mothers is significantly more than social maturity of adolescent children of non-working mothers. It could be because of the fact that an employed educated woman has a good social exposure and has rich experiences of modern trends. On

the other hand, unemployed woman lacks such exposure and experiences, and remains restricted to household chores.

On the contrary, overall emotional maturity of adolescents of non-working mothers ($\bar{x}=101.72$) was found to be significantly better than that of adolescents of working mothers irrespective of their class of service. Similar result was highlighted by Khan and Hassan (2012) that children of non-working mothers are emotionally more intelligent than children of working mothers. Because of the work commitments and the pressure to maintain a balance between work and home, at times it becomes difficult for a working woman to fetch out quality time to spend with her child which directly affects the emotional bond they share; hence makes the child emotionally weak and immature. The probable reason behind the above mentioned result could be the less availability of quality time to working mothers.

However, emotional stability, emotional progression, social adjustment, personality integration and independence of adolescents of non-working mothers ($\bar{x}=20.16$, 23.16 , 21.93 , 22.60 and 19.37 , respectively) were significantly apparent to be less than adolescents of working mothers who were class 1 ($\bar{x}=24.37$, 24.97 , 24.69 , 23.16 , 20.56 and 98.47 , respectively) and class 2 ($\bar{x}=23.15$, 24.98 , 24.97 , 23.16 , 21.67 and 96.76 , respectively) employees. Das and Debnath (2014) also revealed

Table 3: Mean differences in social and emotional maturity of adolescents across working status of mothers

Components of social maturity	Non-working ($n_1=245$)	Working ($n_2=32$)	Social maturity			
			Business($n_{2a}=1$)			
			Service ($n_{2b}=31$)			
			Class 1 ($n_{2b1}=14$)	Class 2 ($n_{2b2}=7$)	Class 3 ($n_{2b3}=4$)	Class 4 ($n_{2b4}=6$)
Personal Adequacy	72.21 ^c	73.01 ^{abc}	74.42 ^a	73.97 ^a	71.74 ^b	70.94 ^b
Inter-personal Adequacy	76.26 ^c	78.32 ^{abc}	78.42 ^a	77.87 ^a	74.52 ^b	73.26 ^b
Social Adequacy	78.26 ^c	79.22 ^{abc}	81.45 ^a	80.01 ^a	74.04 ^b	75.04 ^b
Composite Social Maturity	101.00 ^c	101.02 ^{abc}	104.12 ^a	103.37 ^a	99.81 ^b	98.21 ^b
Emotional Maturity						
Components of Emotional Maturity						
Emotional Stability	20.16 ^c	22.13 ^{abc}	24.37 ^a	23.15 ^a	18.17 ^b	19.37 ^b
Emotional Progression	23.16 ^c	21.83 ^{abc}	24.97 ^a	24.98 ^a	20.69 ^b	20.17 ^b
Social Adjustment	21.93 ^c	23.07 ^{abc}	24.69 ^a	24.97 ^a	21.98 ^b	20.17 ^b
Personality Integration	22.60 ^c	21.26 ^{abc}	23.16 ^a	23.16 ^a	20.16 ^b	20.94 ^b
Independence	19.37 ^c	20.16 ^{abc}	20.56 ^a	21.67 ^a	19.67 ^b	18.68 ^b
Composite Emotional Maturity	101.72 ^c	102.37 ^{abc}	98.47 ^a	96.76 ^a	97.16 ^b	97.13 ^b

Means with different superscripts differ significantly at $p<0.05$

Table 4: Relationship between social and emotional maturity of adolescents across working status of mothers

Components of emotional/ social maturity	Non- working									
	Personal adequacy			Inter-personal adequacy			Social adequacy			Composite social maturity
Emotional Stability	.213**			.152 *			.146 *		.178*	
Emotional Progression	.284**			.183**			.169**			.191**
Social Adjustment	.186*			.115*			.172**			.167*
Personality Integration	.239**			.200**			.113*			.168*
Independence	.220**			.138*			.198**			.196*
Composite Emotional Maturity	.276**			.207**			.186**			.120*
Working										
Service										
Components of emotional/ social maturity	Class 1			Class 2			Class 3			Class 4
	PA	IPA	SA	PA	IPA	SA	PA	IPA	SA	CSM
Emotional Stability	.134*	.275*	.530*	.275**	.843**	.120*	.162*	.170*	.190*	.278**
Emotional Progression	.300*	.251*	.632*	.775**	.577*	.100*	.258*	.321**	.338**	.298**
Social Adjustment	.100*	.171*	.676**	.167*	.447**	.447**	.167*	.153*	.176*	.239*
Personality Integration	.290*	.171*	.635*	.447**	.333*	.333*	.149*	.243*	.302*	.256**
Independence	.316**	.144*	.714**	.696**	.518*	.104*	.146*	.237*	.162*	.180*
Composite Emotional Maturity	.158*	.216**	.581*	.879**	.600**	.447*	.467**	.219*	.303**	.271**
								.221*	.244*	.239*
										.216*

Note: 1.* Significant at 0.05 level

2.** Significant at 0.05 level

3. PA stands for Personal Adequacy, IPA stands for Inter-Personal Adequacy, SA stands for Social Adequacy and CSM stands for Composite Social Maturity

in their research work that children of working mothers were emotionally more stable than the children of non-working mothers. Hangal and Aminabhavi (2007) revealed the similar result that children of non-working mothers have significantly higher emotional instability, emotional regression and personality disorganisation compared to children of working mothers. We cannot ignore the fact that today working and educated mothers are more sensitive towards their children and are more focused on the point that parents should provide attentive hand-on social and emotional care to their growing child.

A close perusal of Table 4 clearly shows that all the variables of emotional and social maturity were positively and significantly correlated with each other under all the categories of mother's occupation which are; non-working, class 1 service holders, class 2 service holders, class 3 service holders and class 4 service holders at 0.05 or 0.01 level of significance.

CONCLUSION

Result of the present study has highlighted the importance of working status of mother in one's life. Social and emotional maturity of a growing child gets directly influenced by the work and educational status of his mother. Findings have revealed that adolescents of working mothers are more socially mature but less emotionally mature than those of non-working mothers. Due to good social exposure and awareness of changing development trends, today's employed mothers are smart enough to maintain a good balance between home and work place. It is a general perception that educated employed woman is restricted only to earning and her children are emotionally ignored. Emotional maturity of children depends on the emotional bond they share with their mother. For a home-maker, spending quality time to share feelings and emotions of her child seems easy in comparison to the one who plays the dual role. For the sound social and emotional development of adolescents, working mothers are required to keep the right balance whereas non-working mothers are required to get along with the outside world.

RECOMMENDATIONS

1. Working women are required to give more time for sharing feelings and emotions to

their adolescents. Mothers should take it as their priority to keep their adolescents away from growing emotionally weak and thus immature.

2. The findings of the study can be made a part of parenting programmes to be organized by schools and colleges which could help mothers to keep balance between child-care, domestic work and job performance.
3. In today's technological world, mother's education and work should be highlighted by scholars, philosophers and social economist for further research to make contemporary or prospective role model mothers in the light of psychological theories.
4. Working mothers should be sensitized about the problems of their children due to their absence and non-working mothers should be encouraged to stay in touch with the outer world developments.

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