A COMPARATIVE STUDY OF EMOTIONAL MATURITY AMONG ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS

DR. SMRITI KIRAN SAIMONS*
FOZIA-JAN**

*Assistant Professor, Dept. of Education, Dr.C.V.Raman University, Kargi Road Kota Bilaspur (C.G.) India
**M.Phil Scholar, Dept. of Education, Dr.C.V.Raman University, Kargi Road Kota Bilaspur (C.G.) India

Abstract

The present study explored the difference between adolescents of working and non-working mothers on emotional maturity. A sample comprises of 200 students out of these 40 students belongs to each five schools were randomly selected from the secondary schools of district Anantnag of Kashmir valley. The sample subjects comprised of 9th class students within an age range of 13 -18 years. Emotional Maturity Scale of Singh and Bhargava (1990) was used to measure the emotional maturity of adolescents of working and non-working mothers. It consists of five factors- emotional stability, emotional progress, social adjustment, personality integration and independence. The data were analyzed by using mean, S.D. and ‘t’ value. The results indicated that children of non-working mothers are emotionally mature than children of working mothers. The children of non-working mothers were found as emotionally stable, emotionally progressive, socially adjusted, have integrated personality and are dependent while as children of working mothers were found as emotionally unstable, emotionally regressive, socially maladjusted, have disintegrated personality and are independent.

Keywords: Emotional Maturity, Adolescents, Mothers, Working and Non-working

Introduction:

Family plays an important role in the personality development of child. Among the family members the contribution of mother is very important in shaping the personality of their children. But it has been found that an unprecedented number of women are now entering In the labour force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a “caretaker” to a “bread earner” and it has altered Childrearing goals & practices. The care of children is one of the most important functions of family especially mother. She brings up her children with utmost care & love, because of her natural affection. No one else feels the same concern about the children as the mother. She makes every effort to make her children happy. Naik, D. P. K., & Saimons, S. K.
On a daily basis, parents of each gender are trying to find employment in the face of the current economic crisis. Although women are easier to employ than men are due to their salary demands, women also face the challenge of defending their rights as mothers in a working environment. While a wave of feminism made it possible for more women to be present in the workplace, many mothers took advantage of that newfound independence raising the percentage of working mothers to almost 50% in 2009.

Working mothers usually place their children in childcare, which results in less attention & instruction. It may have significant cognitive effects later in childhood. It has been found that working mothers had a negative impact on their children, because after work they are sometimes too tired to interact with their children (Reynolds, Calendar & Edwards 2003). Woman today is regarded as an integral part of new economic order and important part of its manpower resources (Kilen 1968). Women entering to the workforce are increasing day by day which has created number of problems to their children. As a result of which it has paved a way for controversies regarding maternal employment that may bring emotional deprivation to the school-aged children.

Emotion is the complex psycho-physiological experience of an individual state of mind as interacting with biochemical or internal and environmental or external influences. Emotion is associated with mood, temperament, personality, disposition and motivation. Emotions are the reactions consisting of cognitive changes, physiological reactions and expressive behaviour (Baron 1998). Emotions are broadly classified into positive which improves physical and mental health and negative emotions which impairs physical and mental health.

As we know that children as well as youth are facing difficulties in life. These difficulties may give rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life.

Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra – psychically and intra – personal (Smitson 1974). Emotional maturity is not only effective determinant of personality pattern but it also helps to control the growth of adolescence development. One who is emotionally mature person he can accept responsibility for their action. An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture.
Emotional maturity means, in essence controlling the emotions rather than allowing the emotions to control. Emotional maturity implies controlling ones emotion rather than letting the emotions.

The person’s emotional maturity is very much influenced by his / her relationship with others. A person may be said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree. Emotional maturity has five dimensions, they are emotional stability, emotional progression, social adjustment, personality integration and independence.

If the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal (Seoul 1951).

Emotional maturity means how well we are able to respond to situations, control our emotions& behave in an adult manner when dealing with others. A person having emotional maturity is composed, reserved, purposeful, has sense of values, goal defined, able to cope with crises, able to control anger, humble, joyful & happy. However the person who are emotionally immature is egocentric (self-centered, selfish) and has uncontrolled emotions.

Emotional maturity comes with the correct psychological development which takes place when the child is given right type of environment especially during the initial stage of his life. The children who receive approval & encouragement from their parents are better equipped to deal with challenges & stress inducing situations.

It is obvious that when mother enters the employment market their children face crises from their early age, because they are then usually reared by servants. They cannot take proper care of these children as their mothers can. So they face hardships in terms of emotional support and rearing.

These children do not get proper care from their mothers even when they return home. As they are usually exhausted and hardly get time to care for their children. Emotional maturity gets shaped if there is more caring and rearing for the child and it is expected that the working mothers cannot give as better treatment to their children as the non-working mothers can provide, therefore it is expected that children of non-working mothers would be emotionally stable than the children of working mothers. Therefore the investigator wants to explore whether the emotional maturity of children of non-working mothers is really better than the children of working mothers.

Hoffman (1963), Roy (1963), etc. Studied the self-concept, social adjustment, academic achievement, scholastic achievement, achievement motivation, stress, personality adjustment, aggression, socialization, social maturity, cognitive development, emotional adjustment etc, of children of working and non-working mothers. Therefore these studies highlight the research gap in the area of children of working and non-working mothers and signify the need of the study to be taken in relation to variable which have been selected for the proposed study. Few studies have been conducted on emotional maturity of children of working and non-working mothers till date and no study has been conducted in this regard in Kashmir. Thus it is hoped that this study may contribute to the literature on emotional maturity of children of working and non-working mothers. As it is true that the state of Jammu & Kashmir is backward so far as educational & employment opportunities are concerned but from the last two or three decades, the female literacy rate is increasing and so is the case with the employment of the women. Therefore, there is a scope to study the various problems faced by the children of working mothers.

The study may also help to frame policies and develop programs which may help the children of working and non-working mothers. The study will also go a long way to help the planners and administrators to take proper arrangement for crèches for the children of working mothers. On the other hand the study would educate the working mothers to care for their children for at least for some period of time; otherwise their children would face crises. The study may also help the working women to realize the quality of time they spend with their children is much more important than the quantity of time. While returning from office they should give first priority to sit with their children either playing with them or listening to them properly and interestingly. Therefore, it may be concluded that emotional maturity of children of working and non-working mothers is one of the most crucial issue that needs to be investigated intensively and purposefully and hence it acted as a great motivating force to the investigators to conduct research in this area.

SIGNIFICANCE OF THE STUDY-

The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands. According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental
life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, “It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two”.

According to Walter D. Smitson (1974) Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra-personally.

Kaplan and Baron Elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. There are many various factors are put its effect on Emotional Maturity one of them is women. Present research is done to know that emotional maturity among the adolescents of working and non-working mothers.

OBJECTIVES
1. To study the Emotional Maturity among Adolescents of Working and Non-Working Mothers.
2. To study the correlation of Emotional Maturity among adolescents of Working Mothers.
3. To study the correlation of Emotional Maturity among adolescents of Non-Working Mothers.
4. To Compare the High and Low Emotional Maturity among Adolescents of Working Mothers.
5. To Compare the High and Low Emotional Maturity among Adolescents of Non-Working Mothers.
HYPOTHESIS:

**Ho1.** There is no significant difference between the Emotional Maturity among Adolescents of Working and Non-Working Mothers.

**Ho2.** There is no significant correlation between the Emotional Maturity among adolescents of Working Mothers.

**Ho3.** There is no significant correlation between the Emotional Maturity among adolescents of Non-Working Mothers.

**Ho4.** There is no significant difference between the High and Low Emotional Maturity among Adolescents of Working Mothers.

**Ho5.** There is no significant difference between the High and Low Emotional Maturity among Adolescents of Non-Working Mothers.

OPERATIONAL DEFINITION AND TERMIOLOGIES

**Emotional Maturity** The state at which the mental and emotional capabilities of an individual are full developed.

**Adolescence** is a transitional stage of physical and psychological human development generally occurring between puberty and legal adulthood. The period of adolescence is the most closely associated with the teenage years (13-18yrs).

**Working mothers**- Working mothers, as a label, refers to women who are mothers and who work outside the home for income in addition to the work they perform at home in raising their children

**Non-Work in Mothers**- Non-working mothers are those women who remain confined to the domestic sphere and manage all the household chores including child rearing, not employed for a salary, fees, or wages; not producing or generating income.

DELIMITATIONS OF THE RESEARCH:

1. The present research is related only with Anantnag district
2. The present study is related only with 9th standard student secondary school.

METHODOLOGY OF THE STUDY

**Survey Method** is used.
RESEARCH VARIABLES

- Independent Variable - Emotional Maturity
- Dependent Variable - Working And Non Working Mothers
- Intervening Variable - Adolescents

Plan and Procedure

The sample for the present study comprises of 200 students of working and non-working mothers, in which 40 were randomly selected from each of the five secondary schools of district Anantnag of Kashmir valley. The sample subjects comprised of 9th class students within an age range of 13-18 years. Emotional Maturity Scale of Singh and Bhargava (1990) were administered to all the 200 sample subjects after building rapport with the subjects and the concerned teachers and headmasters of respective schools.

Tool used:

Emotional Maturity Scale of Singh and Bhargava (1971) were used to measure the emotional maturity of children of working and non-working mothers. It consists of five factors emotional stability, emotional progression, social adjustment, personality integration and independence.

STATISTICAL ANALYSIS OF THE DATA AND INTERPRETATION

Statistic is the basic tools of measurement and the research. Different statistical methods pertinent to formulated hypotheses are used to verify those hypothesis.

H01. There is no significant difference between the Emotional Maturity among Adolescents of Working and Non-Working Mothers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Working Mothers</td>
<td>100</td>
<td>91.66</td>
<td>20.35</td>
<td>4.06</td>
<td>0.76</td>
<td>98</td>
<td>0.05=2.00</td>
<td>Rejected</td>
</tr>
<tr>
<td>Students of Non Working Mothers</td>
<td>100</td>
<td>92.87</td>
<td>20.35</td>
<td></td>
<td></td>
<td></td>
<td>0.01=2.66</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of the data

The above table shows that, they obtained ‘t’ value i.e. 0.76 is less than the table value with df - 98 at 0.05 level i.e.2.00 and 0.01 level i.e. 2.66. Hence the Hypotheses, There is no
significant difference between the Emotional Maturity among Adolescents of Working and Non-Working Mothers is rejected.

**Result**- There is a significant difference between the Emotional Maturity among Adolescents of Working and Non-Working Mother.

**Ho2.** There is no significant correlation between the Emotional Maturity and adolescents of Working Mothers.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Emotional Maturity</td>
</tr>
<tr>
<td>Student of Working Mothers</td>
</tr>
</tbody>
</table>

**Interpretation of the value of Correlation**
The value of r is 0.9566. Although technically a positive correlation, the relationship between variable is weak (the nearer the value is to zero, the weaker the relationship). It is observed that if the scores on Emotional Maturity increase there is corresponding increase of scores on adolescents of working mothers.

**Result**-There is a Positive Correlation between the Emotional Maturity and adolescents of working mother.

**Ho3.** There is no significant correlation between the Emotional Maturity and adolescents of Non-Working Mothers.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Emotional Maturity</td>
</tr>
<tr>
<td>Student of Non-Working Mothers</td>
</tr>
</tbody>
</table>

**Interpretation of the value of Correlation**
The value of r is 0.8268. Although technically a positive correlation, the relationship between variable is weak (the nearer the value is to zero, the weaker the relationship). It is observed that if the scores on Emotional Maturity increase there is corresponding increase of scores on adolescents of working mothers.
Result- There is a Positive Correlation between the Emotional Maturity and adolescents of Non-working mother.

**H04.** There is no significant difference between the High and Low Emotional Maturity among Adolescents of Working Mothers.

**Table 4**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Group</th>
<th>No of Student</th>
<th>Mean</th>
<th>SD</th>
<th>$S_{ED}$</th>
<th>$t$-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High Emotional Maturity</td>
<td>50</td>
<td>62.88</td>
<td>8.892</td>
<td>1.292</td>
<td>2.661</td>
<td>48</td>
<td>0.5=1.98</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>Low Emotional Maturity</td>
<td>50</td>
<td>66.32</td>
<td>9.379</td>
<td>0.1=2.66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation of the data**

The above table also shows that the obtained ‘$t$’ value is 2.661 which is greater than the table value at .05 and 0.1 level of significance i.e.1.98 and 2.66 respectively With df 48. Hence the null hypothesis is rejected at the significance level. It is concluded that there is a significant difference between the effects of working mother on High and Low Emotional Maturity of Adolescents.

Result- There is a significant difference between the High and Low Emotional Maturity among Adolescents of Working Mothers.

**H05.** There is no significant difference between the High and Low Emotional Maturity among Adolescents of Non-Working Mothers.

**Table 5**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Group</th>
<th>No of Student</th>
<th>Mean</th>
<th>SD</th>
<th>$S_{ED}$</th>
<th>$t$-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High Emotional Maturity</td>
<td>50</td>
<td>64.45</td>
<td>9.21</td>
<td>1.292</td>
<td>2.661</td>
<td>48</td>
<td>0.5=1.98</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>Low Emotional Maturity</td>
<td>50</td>
<td>67.73</td>
<td>8.34</td>
<td>1.292</td>
<td>2.661</td>
<td>48</td>
<td>0.1=2.66</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation of the data**

The above table also shows that the obtained ‘$t$’ value is 2.661 which is greater than the table value at .05 and 0.1 level of significance i.e.1.98 and 2.66 respectively With df 48. Hence the
null hypothesis is rejected at the significance level. It is concluded that there is a significant difference between the effects of working mother on High and Low Emotional Maturity of Adolescents.

Result
There is a significant difference between the High and Low Emotional Maturity among Adolescents of Non-Working Mothers.

CONCLUSIONS
Many mothers spend the greatest part of their day away from their children, even their infants. More than one of every two Indian mothers with a child under the age of 5 is in the labour force; more than two of every three with a child from 6 to 17 years of age is. And the increase number of children growing up in single parent families is staggering. Maternal employment is a part of modern life, but its effects are still debated. Lois Hoffman(1989) describe some possible influence of maternal employment on children’s development. In her view, because household operation have become more efficient and family size has decrease in Indian, it is not certain that children today receive less when both parent work outside the home than children in the past whose mother were not employed. Parent might spend less time than in the past keeping the house clean or pursuing hobbies. Time once split among several children might now be focused on just one or two. It also cannot be assumed that the child would benefit from the extra time and attention from a stay-at-home parent. Parenting does not always have a positive effect on the child. Parent may overinvest in their children; worrying excessively and discouraging the child’s independence. The needs of the growing child require parents to give increasing independence to the child, which may be easier for parents whose jobs provide an additional source of identity and self-esteem. A number of researchers have found no detrimental effects of maternal employment on children’s development. Work can produce positive and negative effect on parenting, work – related stress can spill over and harm parenting, but a sense of well-being produce by work can lead to more positive parenting.

References


10. McCougall, William,(1946) An introduction to social psychology (28thed), London: Methuen,


17. Reynolds, Tracey, Callender, Claire, Edwards, (2003). Rosalind, Librarian-at-


