

Emotional Adjustments of Adolescents of Working and Non Working Mothers

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Adolescence is the period in one's life, when society ceases to regard him as a child and also does not accord him full adult status, role, or functions. That is why this period is important in the study of human behaviour.

According to Elizabeth Herlock, "The term 'Adolescence' comes from the Latin word *adolescere*, meaning 'To grow to maturity'. But today the term Adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity. Psychologically adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of but equal at least in rights."

Adolescence is a transitional period in one's life. A person at this stage is no longer regarded as a child and at the same time he is still not given the adult status. So the person is in two minds, whether he or she is still a child or an adult. That is why this period is the most crucial period in an individual's life and so is the need to study this age group.

There are five almost universal concomitants of the changes that occur during adolescence. The first is heightened emotionality; the intensity of which depends on the rate at which psychological changes are taking place. Heightened emotionality is generally more pronounced in early than in late adolescence. Second, the rapid changes that accompany sexual maturing make young adolescents unsure of themselves, of their capacities and of their interests. They have strong feelings of

instability, which are often intensified by the ambiguous treatment they receive from parents and teachers. Third, changes in their bodies, their interests and the roles in the social group expect them to play, create new problems. Fourth, as interests and behaviour patterns change so do values. What was important to them as children seems less important to them now that they are near adults. Fifth, most adolescents are ambivalent about changes while they want and demand independence; they often dread the responsibilities that go with independence.

Adolescence is a problem age for boys and girls to cope with. They express their anger by sulking, refusing to speak, or loudly criticizing those who angered them. They feel difficulty in social adjustments because there adjustments must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments.

Adolescence is a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. It is necessary to look for the explanations of the emotional tension so characteristic of this age. The explanations are to be found in the social conditions that surround the adolescent of today. Adolescents' emotionality can be attributed mainly to the fact that boys and girls come under social pressures and face new conditions for which they received little if any preparation during childhood. Most of the adolescents experience emotional instability from time to time, which is a logical consequence of the necessity of making adjustments to new patterns of behaviour and to new social expectations. Boys and girls are said to have emotional maturity if they do not 'blow up' emotionally, when others are present. The emotionally mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to another as they did earlier. By discussing their problems with others they can achieve emotional maturity.

Various emotions that are found in the adolescence are love, feelings of inferiority, shyness, feeling of guilt, fear, worry, anxiety, jealousy, depression, hostility, etc.

Gloria Bind and Lind Kemerait (1990) in their study on stress among early adolescents in two earner families investigated 79 boys and 94 girls' eighth graders. Adolescents reported low to medium levels of emotional stress. Role strain proved to be a major factor in emotional stress in family, peer and student roles. Family support was particularly significant in decreasing emotional stress in all roles. Result also suggested that parental work is not a threat to adolescent emotional adjustment.

Savita Tiwari and Leena Pooranchand (1994) conducted a study on adjustment among high and low achieving adolescents to find out the level of adjustment in different areas, i.e. home, health, school, social and emotional. They concluded that high and low achieving students significantly differ in home, social and emotional area of the adjustment. However, they do not differ significantly in health and school adjustment.

Aim of the study

The present study is aimed at providing some insight into what is the effect of mothers' employment on the level of emotional adjustment of adolescents.

Objective of the study

To study the level of emotional adjustment of the adolescents of working and non working mothers.

Sample

A simple random sampling method is selected for data collection. Because in this sampling technique, each and every unit of the population has an equal opportunity, of being selected in the sample.

A simple random sampling consisting of 500 Adolescents from Nanded city were selected irrespective of their parents' occupation, no. of brothers and sisters, age, sex, religion, urban or rural. The respondents were the adolescents of working and non-working mothers. The sample of 500 adolescents was divided into two groups each.

- A. Adolescents of working mothers
- B. Adolescents of Non-working mothers

Data Collection Devices

The well-known and widely used personality inventory is the Bell's adjustment Inventory, which measures four areas of adjustment: Home, Health, Social and Emotional separately, as well as composite scores for overall adjustment were selected for data collection.

Emotional Adjustments:

The heightened emotional tensions in adolescence are results from the physical and glandular changes. The boys and girls come under social pressures and face new conditions for which they receive little preparation during childhood. The emotionally mature adolescents are stable in their emotional responses.

The researcher has studies the emotional adjustments of the surveyed sample. The results are tabulated in Table 1.1 and are graphically represented in Graph 1.1.

Table – 1.1**Responses of adolescents of Working and Non-working Mothers Regarding Emotional Adjustments**

Score	Working Women	Non-Working Women	Total
0-7 (Low)	225	16	241
8-15 (High)	25	234	259
Total	250	250	500

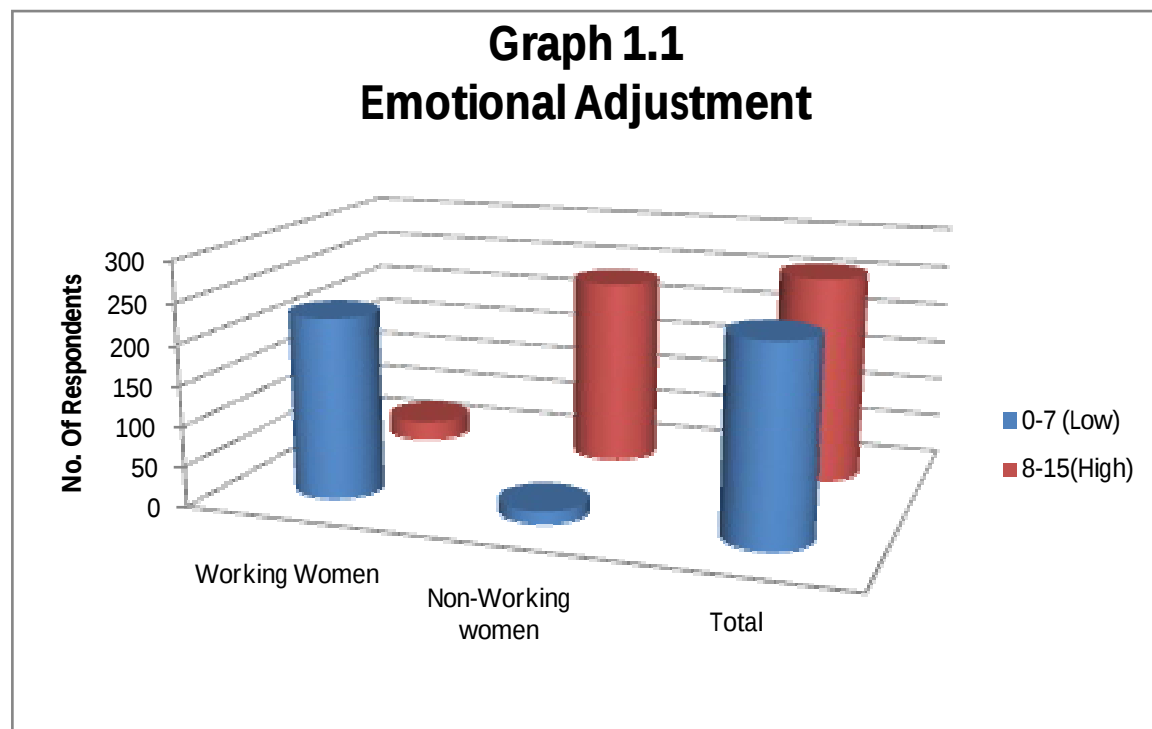
Source – Field Survey

Degree of freedom (DF) = 2.00

Level of Significance (LS) = 0.05 or 5%

Calculated value – Chi-square (χ^2 c) = 349.90

Table value of Chi-Square distribution ($\chi^2 T$) = 5.99



By using Indian adaptation of Bell's adjustment Inventory, the levels of emotional adjustments of adolescents of working and non-working mothers are compared. It is observed that 225 respondents from working mothers' group have low scores, and 25 respondents have high scores.

In the other group of adolescents of non-working mothers, 234 respondents have high scores while 16 respondents scored low scores.

The observed values of the emotional adjustment from the above table show clear-cut difference. To show the significance of difference, the statistical analysis is done. The calculated value is 349.90. It strongly supports rejection of null hypothesis under consideration.

We can conclude that Emotional Adjustments of Adolescents of Working mothers is higher than that of their counterpart.