



EMOTIONAL COMPETENCIES OF ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS

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Abstract

Emotions term has derived from emovere which means to excite. Emotions are extremely important in the life of an individual, especially the adolescents which is the period generally termed as period of storm and strife. The period needs special guidance and counseling to channelize the energy and direct the youngsters' in particular aim full direction. Adolescent needs to have higher emotional competence to take decisions appropriately for a successful life. Behaviour has been found to get influence as accordance to levels of emotional competence. In case of adolescents who live a highly emotional life, emotions play role of strong motivating forces. Researcher explored the influence of maternal employment on the subsequent relationship she shares with her child. Mother's employment can bring consequences of both type may be positive and may be negative on adolescents too. In the present investigation total 120 secondary school students (adolescents) of Ambala district were selected randomly as sample. For the collection of data, the researchers were used Emotional competency Scale developed & Standardized by Sharma and Bhardwaj (2007). Results of the study indicate that the emotional competence of adolescents of working and non working mothers does not differ. Same finding observed in the case of male adolescent of working and non working mothers but female adolescents of working mothers scored higher mean values then female adolescents of non working mothers.

Keywords: *Emotional Competency, Adolescents, Employment of Mothers*



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INTRODUCTION

Emotional intelligence or competence can be defined as, "Social intelligence which is significant part of any individual and others emotions and feelings, including the capability to monitor, to differentiate one of them and to use this information to guide thinking and actions. Emotional competence is known as an integrative term for various skills which pertain to effective perception, comprehension, regulation, and application affective information. These sub-skills are strongly interwoven and concern with a single higher-order factor (Wong & Law, 2002). Emotional competency can be described as a variable in the field of emotion work as person-related psychological attributes and resource through which

any individual applies the potential to deal effectively with affective information (Abraham, 1999; Cherniss, 2000).

Emotions term has derived from *emovere* which means to excite. Emotions are extremely important in the life of an individual, especially the adolescents which is the period generally termed as period of storm and strife. The period needs special guidance and counseling to channelize the energy and direct the youngsters in particular aim full direction. Adolescent needs to have higher emotional competence to take decisions appropriately for a successful life. Behaviour has been found to get influence as accordance to levels of emotional competence. In case of adolescents who live a highly emotional life, emotions play role of strong motivating forces. The relationship between maternal employment and adolescent development is enormously complex. Sometimes it is perceived that the dual role of the working mother influences the emotional aspect of the child which hampers the adolescent period of life (Rani, et.al. 2016).

As home or family is the place from where a child starts his education and mother is his first teacher so his academic achievement is greatly affected by the type of environment a child perceives in his home. Simoes (2007) suggested that the importance of considering emotional competence as a potential contributor to substance use in addition to other personal characteristics, parental, and peer relationship factors.

Rosa & Preethi (2012) studied the relationship between Academic stress and Emotional maturity among higher secondary school students of working and Non-working mothers and found that Emotional maturity of children of non working mothers is less than that of children of working mothers. Hangal and Vijayalaxmi (2007) conducted study to know, the impact of maternal employment on the emotional maturity and achievement motivation of adolescents. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented. Researchers explored the influence of maternal employment on the subsequent relationship she shares with her child (Manhas & Devi, 2015). Mother's employment can bring consequences of both type may be positive and may be negative on adolescents too. Sphancer, et al. (2006) suggested that the mother employment status affects the quality of emotional support of her child.

Investigators have taken the senior secondary students for the present study. It is a period which matter a lot for future life. The word adolescence comes from a Greek word 'adolescere' which means 'to grow to maturity'. A number of definitions have been given by

psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period.

Therefore, the present study Emotional Competence of Adolescents of Working and Non-Working Mothers is important in order to cure and prevent the emotional problems of adolescents. This study will be beneficial for parents to understand their adolescents and accordingly provide family conditions for their emotional growth.

OBJECTIVES

The present study is based on the following objectives:-

- To study the differences in emotional competence of adolescents of working and non-working mothers.
- To study the differences in emotional competence of male adolescents of working women and non-working mothers.
- To study the differences in emotional competence of female adolescents of working women and non-working mothers.

HYPOTHESES

The study is based on the following hypotheses:

- There is no significant difference in emotional competence of adolescents of working and non-working mothers.
- There is no significant difference in emotional competence of male adolescents of working and non-working mothers.
- There is no significant difference in emotional competence of female adolescents of working and non-working mothers.

SAMPLE AND SAMPLING TECHNIQUE

For the present study, the sample was selected from different Secondary school of Ambala district. The simple random sampling technique was used to draw the sample for present venture. Total 120 secondary school students as adolescents of Ambala district were selected randomly.

TOOL USED

The variable under the investigation of the present study is emotional competence. For the collection of data, the researchers were used Emotional competency Scale developed & Standardized by Sharma and Bhardwaj (2007). This scale has 30 items spread over five dimensions namely adequate depth of feeling (ADF), adequate expression and control of

emotions (AEC), ability to function with emotions (AFE), and ability to cope with problem emotions (ACPE), enhancement of positive emotions (EPE).

STATISTICAL TREATMENT

In order to make the inquiry exact, precise and scientific the collected data were analyzed with the help of mean, S.D. and ‘t’ test.

DATA ANALYSIS

The results of the analyzed data are presented in following tables:

Significance in Mean Difference in Emotional Competence of Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

Dimension	Adolescents working N(50)	of mothers	Adolescents Non working N(70)	of mothers	‘t’ value (df 118)
	Mean	S.D.	Mean	S.D.	
Adequate Depth of Feeling (ADF)	20.00	9.11	15.99	8.92	2.40**
Adequate Expression and Control of Emotions (AECE)	18.94	5.80	17.19	7.47	1.44
Ability to Function with Emotions (AFT)	19.58	8.58	16.87	9.11	1.66
Ability to Cope with Problem Emotions (ACPE)	19.52	8.54	16.46	8.76	1.91
Enhancement of Positive Emotions (EPE)	16.82	8.64	20.17	7.36	2.22**
Overall Emotional Competence	94.86	23.32	86.67	26.85	1.18

*** Significant at .05 level of Significance*

Table-1 shows that ‘t’ value of emotional competence of adolescents of working and non working mothers is 1.18, which is less than the required table value at .05 level of significance and hence not significant.

Table further shows that a significant variation exists between adolescents of working and non working mothers on adequate depth of feeling and enhancement of positive emotions dimensions of Emotional Competence Scale (ECS) at .05 level of significance. It implies that adolescents of working mother have adequate depth of feeling and enhancement of positive feeling then their counterparts of non-working mothers. Same results were reported by Kataria & Kaur (2014).

On other dimensions like adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE) no significant variation exists

between adolescents of working and non working mothers. It implies that emotional competence of adolescents of working and non working mothers do not differ significantly on same dimensions.

Therefore, the hypothesis-1 that “there is no significant difference in emotional competencies of adolescents of working and non-working mothers” is partially accepted and partially rejected.

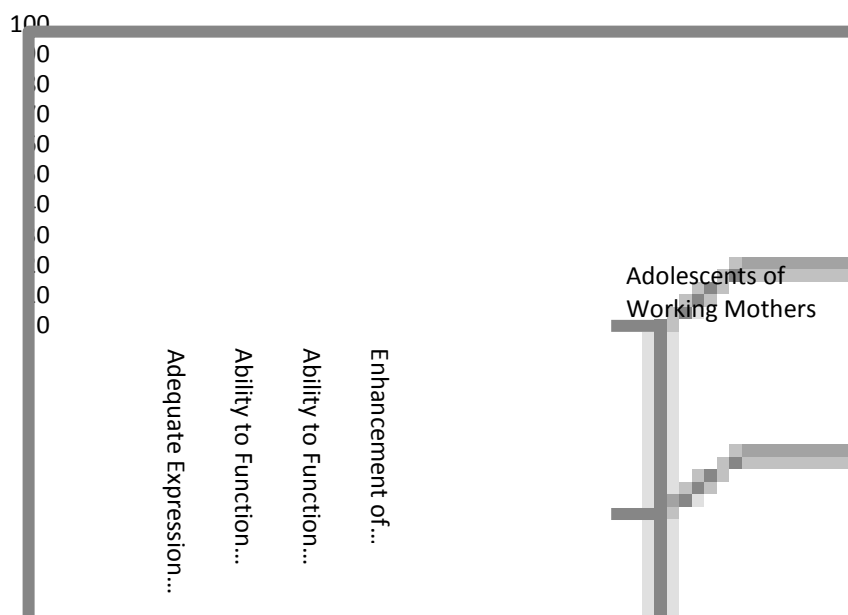


Figure 1: Bar Graph Showing Emotional Competence of Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

Table: 2 Significance of Mean Difference in Emotional Competence of Male Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

Dimension	Male Adolescents				't' value (df 57)
	Working N(24) Mean	Mothers S.D.	Non Working N(35) Mean	Mothers S.D.	
Adequate Depth of Feeling (ADF)	19.4	9.67	17.46	9.31	.77
Adequate Expression and Control of Emotions (AECE)	18.2	5.75	18.63	7.85	.24
Ability to Function with Emotions (AFT)	18.48	9.39	18.49	9.14	.00
Ability to Cope with Problem Emotions (ACPE)	18.64	9.12	17.86	8.87	.33

Enhancement of Positive Emotions (EPE)	of	17.56	8.77	18.71	7.76	.52
Overall Emotional Competence		92.28	25.12	91.14	27.27	.16

Table-2 shows that on all the dimensions-adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, enhancement of positive emotions and overall emotional competence no significant variation existed between male adolescents of working and non working mothers. It means working of mothers do not effect the emotional competence of adolescent. Therefore, the hypothesis-2, that “there is no significant differences in emotional competencies of male adolescents of working and non-working mothers” is accepted.

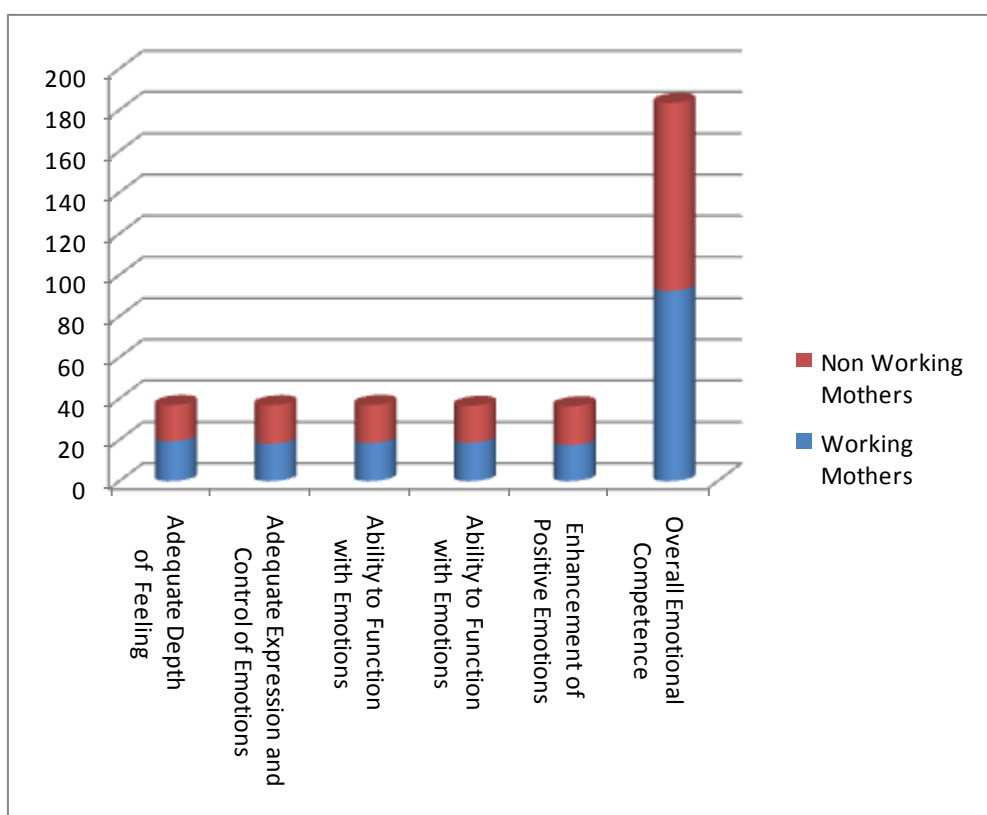


Figure 2: Bar Graph Showing Emotional Competence of Male Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

Table: 3 Significance of Mean Difference in Emotional Competence of Female Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

Dimension	Female Adolescents				‘t’ value 59
	Working Mothers N(26)		Non Working Mothers N(35)		
	Mean	S.D.	Mean	S.D.	
Adequate Depth of Feeling (ADF)	20.60	8.67	14.51	8.38	2.70*
Adequate Expression and Control of Emotions (AECE)	19.68	5.87	15.74	6.88	2.30**
Ability to Function with Emotions (AFT)	20.68	7.72	15.26	8.92	2.50**
Ability to Cope with Problem Emotions (ACPE)	20.40	8.00	15.06	8.55	2.40**
Enhancement of Positive Emotions (EPE)	16.08	8.63	21.63	6.74	2.60**
Overall Emotional Competence	97.44	21.57	81.72	25.81	2.49**

**Significant at .01 level of Significance **Significant at .05 level of Significance*

Table -3 shows that a significant variation was found between female adolescents of working and non-working mothers on adequate depth of feeling dimension of Emotional Competence Scale at .01 level of significance (t=2.70, p=.01).

Table further shows that female adolescents of working and non-working mothers differ significantly on adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE), enhancement of positive emotions dimensions of Emotional Competencies Scale and overall emotional competencies at .05 level of significance.

It is interesting to note that on the dimensions- adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE) of Emotional Competencies Scale and overall emotional competencies, female adolescents of working mothers scored higher mean values than female adolescents of non working mothers. Similarly, Sukhsarwala & Mansuri (2015) showed more emotional intelligence in female adolescents of employed mothers.

So, the hypothesis-3, that “there is no significant difference in emotional competencies of female adolescents of working and non-working mothers” is rejected. It implies that

emotional competencies of female adolescents of working and non-working mothers differ significantly.

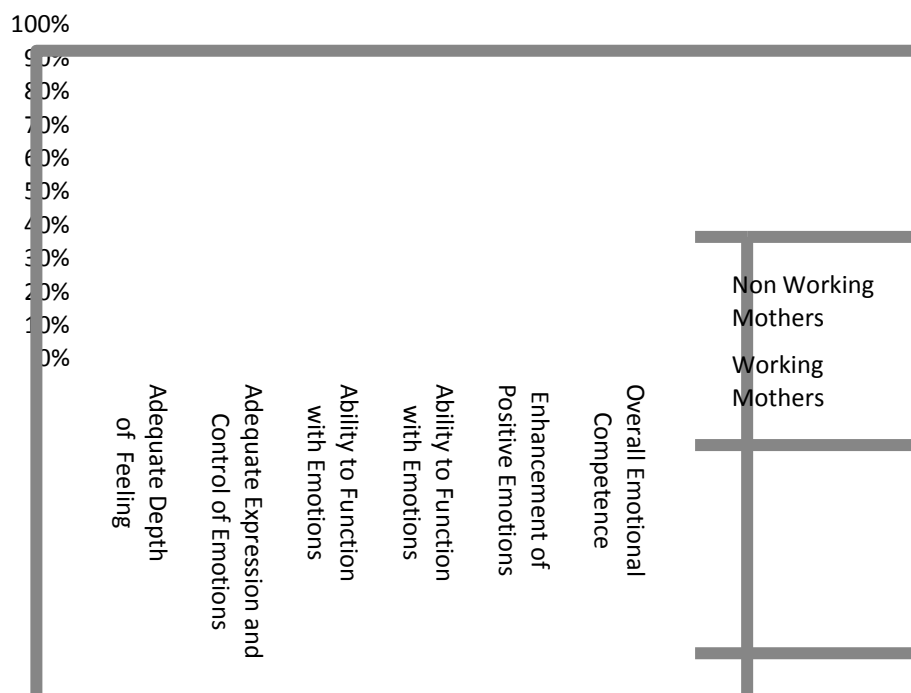


Figure 3: Bar Graph Showing Emotional Competence of female Adolescents of Working and Non-Working Mothers on Different Dimensions of Emotional Competence Scale

FINDINGS OF THE STUDY

The findings of this study are as follows:

- No significant variation was existed between the emotional competence of adolescents of working and non working mothers.
- A significant variation existed between adolescents of working and non working mothers on Adequate Depth of Feeling and Enhancement of Positive Emotions dimensions of Emotional Competence Scale (ECS) at .05 level of significance.
- On the dimensions like adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE) no significant variation existed between adolescents of working and non working mothers.
- On all the dimensions-adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, enhancement of positive emotions and overall emotional competence no significant variation existed between male adolescents of working and non working mothers.

- A significant variation existed between female adolescents of working and non-working mothers on adequate depth of feeling dimension of Emotional Competence Scale at .01 level of significance ($t=2.70, p=.01$).
- Female adolescents of working and non-working mothers differ significantly on adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE) enhancement of positive emotions dimensions of Emotional Competencies Scale and overall emotional competencies at .05 level of significance.
- It is interesting to note that on the dimensions- adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions (ACPE) of Emotional Competencies Scale and overall emotional competencies, female adolescents of working mothers scored higher mean values than female adolescents of non working mothers.

EDUCATIONAL IMPLICATIONS

Mother's employment can bring positive and negative consequences for adolescents too. In one hand adolescents of working mothers may acquire more authority and maturity compared to adolescents of non working mothers. Several studies have investigated on the potential impact of mother's employment on early child care.

From the review of various studies it has been observed that in our educational system emotional competence is the important parameter to gauge the success of students, especially school going adolescents (Kataria & Kaur, 2014).

The findings of the present study have its implications for parents and teachers for creating worth living society. One of the findings of this study shows that a significant difference in emotional competence of female adolescents of working and non-working mothers and working mother female adolescents have strong emotional competencies. The reason may be that working mothers have no more time to interact with their children that's why in less time they want to give more to their children. Working mothers also doing double duty by this reason their children understand their problem. In this way non working mothers should also create congenial environment to create emotional balance to their children. Teachers should also adopt some methods of teaching and learning to enhance emotional competence among students.

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