

PSYCHO-SOCIAL PROBLEMS OF ADOLESCENT CHILDREN OF WORKING AND NON-WORKING MOTHERS

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ABSTRACT: : The investigator has tried to study the psycho-social problems of adolescent children of working and non-working mothers in different eleven areas of viz. Health and Physical Development (HPD), Finances, Living Conditions and Employment (FLE), Social recreational activities (SRA), Social Psychological Relations (SPR), Personal Psychological Relations (PPR), Courtship, Sex and Marriage (CSM), Home and Family (HF), Morals and Religion (MR), Adjustment to College Work (ACW), Future: Vocational and Educational (FVE) and Curriculum and Teaching Procedure (CTP). The sample of 130 adolescence from government and private schools of one district of U.P. were selected by using stratified random sampling technique. As a result, out of eleven areas related to behavioral problem, SRA, PPR, SPR and ACW are found to be typical problem areas of adolescent children. Finding shows significant difference between the psycho-social problems of adolescents of working and non-working mothers in the areas of FLE, ACW and FVE. Significant differences between the psycho-social problems of boys and girls are found in the areas FLE, ACW, CSM and FVE. Only one problem area i.e. FLE found among boys and only in one problem area i.e. FVE found among girls of working and non-working mothers.

Key Words: Psycho-Social Problems, Adolescence and Adolescent children, Working and Non-working mothers.

In every society, there are distinctions between the roles ascribed to men and women. Role of Indian women is no longer confined to four walls of house. Today they are occupying responsible positions in society. It is not uncommon to see Indian women participating in higher education, administration, medicine, engineering, business and politics. This spectacular transformation is mainly due to liberation movements, changing values and democracy. In near future when every woman would be working, how will she ensure that their child is not depressed? How a working woman will see for the mental well-being and overall personality of their child (Tailor, 2015)? These questions need immediate answer in recent times because these issues direct effect on the family relationships and psycho-social behaviour of the children particularly the grown up children, as for instance the adolescence children.

CONCEPT OF PSYCHO-SOCIAL PROBLEMS

Psychologic and social problems, particularly involving behavior and school issues, are more common during adolescence than at any other time during childhood. Adolescents are much more independent and mobile and are often out of the direct control of adults (Sharon, 2019). Children during mid or late adolescence period are concerned with problems relating to college grades, how to study effectively, selecting a career, training needed and opportunities available etc. The social and personal problems relate with shyness, feeling of inferiority, social sensitivity and making friends, lacking leadership ability and lacking skills in sports and games etc. Problems like parental discord, conflict, differences and clash of opinions, money matters and living conditions etc. are some of the problems which an adolescent faces while living with his family member.

CONCEPT OF ADOLESCENCE AND ADOLESCENT CHILDREN

Adolescence is the period between the ages of 10 and 19 years old (World Health Organization [WHO], 2008). Entering middle school coincides with changes taking place in terms of physical, social and cognitive development (Burke, Brennan, & Roney, 2010). Evolutionary changes represent both a stimulus and a challenge for the development of human beings, as well as a source of difficulties (Schulenberg, Maggs, & Hurrelmann, 1997). Poorly managed changes may lead to increased tension between parents and children, mental health issues, and the adoption of risk-taking behaviors such as the consumption of alcohol and other drugs (Costello, Foley, & Angold, 2006; Dallo & Martins, 2011). It is the time when adolescent children need maximum attention and care of their parents. They need someone trustworthy with whom they can

share their problems. In dual earner families, both the parents are busy and have very less spare time to spend with their children. Dual earner couples are likely to understand the problems of their children better and this has positive impact so far as handling of their children better and has positive impact so far as handling of their psycho-social problems is concerned. Being educated, the working mothers know that adolescent children need friendly and not authoritarian attitude. They can help their wards in academics as well as in extracurricular activities.

CONCEPTUAL BACKGROUND OF WORKING AND NON-WORKING MOTHERS

According to William Bauer (2006) 'Working Women are the ones who earns salary/wages outside the home along with the care taking of their child and the household chores'. Saadat (2009) defines that working Women are the ones who earn salary/wages outside the home along with the care taking of their child and the household chores.

On the basis of above definition it can be concluded that working mothers are required to play a dual role one as mothers and housewives and other as employees. Being subjected to the dual demands of house and work, they are liable to face a crisis of adjustment. They are to perform their biological functions of their sex and also to act as caretakers of homes. At the same time, they are confronted with the responsibilities and duties connected with their employment. The working mothers are not yet clear about their roles. There was hardly any ambiguity and inconsistency in the married woman's role when her chief role was just of a wife and mother. The additional load of the duties of a job arise confusion. This is because of the lack of adjustment to the new role in the groves of old roles.

Non-working mothers are those mothers whose sole business is to bear and rear children. In place of serving at any factory, institution or any other enterprise, they are always in the service of their children. Hence non-working women means housewives or those women who remain at home though they may be attending to the household chores the whole day long, they do not go out to work or get paid for the work alone.

SIGNIFICANCE OF THE PROBLEM

Mothers whether educated or illiterate, give a definite shape to the personality of their children especially during their school going age. Working mothers, besides taking care of the daily needs of husband, children and other family members, have to perform the job and spend the major portions of their time in travelling and in offices/institutions where they are employees. This diverts their attention from the children which in turn affects various aspects of the lives of the children.

About ten years ago, there has been a few of researches focused on mother's employment during the early years of the child and much of this work has been longitudinal. Koirala, Subba&Lopchan(2017) revealed in their study that prevalence of psychosocial problems was found among school children of both working and non-working mothers but there is no association between the psychosocial problems and employment status of mothers. Thus maternal employment status is not the exclusive reason behind the development of psychosocial problems among school children. Most of the studies have examined the effects of maternal employment on their small children. There was a paucity of research examining the effects of maternal employment on the adolescent children. Now, when the role of women is changing both within and outside the family, question has been raised regarding the impact of maternal employment on children, especially adolescent children and the various aspects of their lives like their psycho-social problems. It is apparent that maternal employment has profound implications for our changing social pattern. It is therefore, very much relevant to study the effect of maternal employment on adolescent children.

OBJECTIVE

The main objectives of the study were:

1. To study the Psycho-social problems of Adolescent children at senior secondary stage.
2. To compare Psycho-social problems of adolescent children of working and non-working mothers.
3. To study the difference between Psycho-social problems of adolescent boys and girls.
4. To study the difference between psycho-social problems of boys of working and non-working mothers.
5. To study the difference between Psycho-social problems of girls of working and non-working mothers.

HYPOTHESES

Keeping in view of the objectives stated, the following hypotheses were formulated for the present study:

1. There exists psycho-social problem typical of adolescent children at the senior secondary stage.
2. There exists significant difference between the psycho-social problems of adolescent children of working and non-working mothers.
3. There exists significant difference between the psycho-social problems of boys and girls.
4. There exists significant difference between the psycho-social problems of boys of working and non-working mothers.
5. There exists significant difference between the psycho-social problems of girls of working and non-working mothers.

METHODOLOGY

The sample of 130 adolescence, within the age group of 14-17 years from government (02) and private schools (02) of G.B. Nagar district of U.P. were selected by using stratified random sampling technique. For the purpose of the study the following tool have been employed to describe and quantify the data self-constructed problem checklist has been used. This checklist has been based on Mooney problem checklist (College form, 1950). This checklist has been employed for the checking of the problems in the following eleven areas:

- Health and Physical Development (HPD)
- Finances, Living conditions and Employment (FLE)
- Social Recreational Activities (SRA)
- Social Psychological Relations (SPR)
- Personal Psychological Relations (PPR)
- Courtship, Sex and Marriage (CSM)
- Home and Family (HF)
- Morals and Religion (MR)
- Adjustment to College Work (ACW)
- Future : Vocational and Educational (FVE)
- Curriculum and Teaching Procedure (CTP)

t-test has been employed for the data analysis.

RESULTS AND DISCUSSION

TABLE-1

Adolescent children of working mothers and Non-working mothers

The mean, standard deviation and t-ratio of Adolescent Children of Working Mothers (ACWM) N=50 and Adolescent children of Non-Working Mothers (ACNWM) N=80 on all the variables are presented below:-

Sl. No.	Areas	ACWM		ACNWM		SEd	t-ratio
		Mean	S.D.	Mean	S.D.		
1	HPD	7.40	3.40	7.19	3.87	0.65	0.32
2	FLE	4.96	2.41	6.43	4.25	0.58	2.53*
3	SRA	10.58	5.12	11.14	5.70	0.96	0.56
4.	SPR	11.34	4.53	10.30	4.48	0.81	1.28
5	PPR	12.22	5.17	10.85	4.33	0.87	1.57
6	CSM	5.60	3.85	5.54	3.83	0.69	0.08
7	HF	7.52	3.08	7.19	3.32	0.57	0.57
8	MR	7.70	2.69	7.93	3.64	0.55	0.41
9	ACW	8.58	4.62	10.28	4.76	0.84	2.02*
10	FVE	7.33	4.21	9.09	5.47	0.85	2.07*
11	CTP	8.66	5.57	9.80	4.16	0.91	1.25
12	TSMPCl	83.12	30.39	91.02	36.17	5.90	1.33

*Value significant at 0.05 level.

Out of above variables, significant differences between mean scores of ACWM and ACNWM have been found in three areas, viz, FLE, ACW and FVE. It is concluded from the above table that the t-ratio value is greater than the table value at 0.05 level of significance in the areas FLE, ACW and FVE. It shows significant differences between ACWM and ACNWM on the areas FLE, ACW and FVE. Therefore, the

hypothesis-2 formulated earlier that there exists significant differences between psycho-social problems of Adolescent children of working and Non-working mothers is accepted. More problems in the area of Finances, Living conditions and Employment (FLE) in case of adolescent children of non-working mothers was found in the earlier study of Shorn off and Mihaly (2000) also.

TABLE-2: BOYS AND GIRLS

The mean, standard-deviations and t-ratio of Boys (N=92) and Girls (N=38) on all the variables are presented below:

Sl. No.	Areas	Boys		Girls		SEd	t-ratio
		Mean	S.D.	Mean	S.D.		
1	HPD	7.26	3.85	7.29	3.29	0.77	0.03
2	FLE	6.74	3.84	5.29	3.40	0.68	2.13*
3	SRA	10.40	4.89	12.18	6.58	1.18	1.50
4.	SPR	10.53	4.50	11.11	4.58	0.87	0.66
5	PPR	11.13	4.25	11.97	5.67	1.02	0.82
6	CSM	6.03	3.82	4.42	3.65	0.71	2.26*
7	HF	7.66	3.14	7.17	3.42	0.64	0.76
8	MR	7.96	3.45	7.55	2.92	0.59	0.69
9	ACW	11.67	4.61	9.86	4.26	0.84	2.15*
10	FVE	8.99	4.24	7.22	4.63	0.87	2.03*
11	CTP	9.07	4.64	7.73	3.98	0.80	1.67
12	TSMPCl	94.84	33.68	86.53	30.45	6.06	1.37

*Value significant at 0.05 level

Out of above variables, significant differences between mean scores of Boys and Girls have been found in four areas. These are FLE, CSM, ACW and FVE. In case of problem areas FLE, ACW and FVE, the t-ratio value is greater than the table value at 0.05 level. Therefore, these are significant at 0.05 level. It indicates that significant difference exists between means scores of Boys and Girls on the problem areas FLE, CSM, ACW and FVE. Therefore, the hypothesis-3 formulated earlier that there exists significant differences between psycho-social problems of Boys and Girls is accepted. The result in respect of significant differences on the problem area ACW is supported by the studies of Sarojini (1971), where she found that the boys have more adjustment problems as compared to girls.

TABLE-3: Boys of Working Mothers and Non-working Mothers (BWM & BNWM)

The mean, standard-deviation and t-ratio of BWM (N=28) and BNWM (N=64) on all the variables are presented below:

Sl. No.	Areas	BWM		BNWM		SEd	t-ratio
		Mean	S.D.	Mean	S.D.		
1	HPD	7.50	3.64	7.16	3.95	0.85	0.40
2	FLE	4.74	2.36	6.22	4.33	0.70	2.11*
3	SRA	10.31	4.58	10.61	5.63	1.11	0.27
4.	SPR	10.20	4.60	11.29	4.26	1.01	1.07
5	PPR	11.64	4.21	10.91	4.28	0.95	0.76
6	CSM	5.84	4.08	6.46	3.14	0.86	0.72
7	HF	7.03	3.30	7.50	2.76	0.71	0.66
8	MR	7.68	3.12	8.08	3.61	0.74	0.54
9	ACW	10.19	4.77	10.50	4.30	1.04	0.29
10	FVE	8.84	3.97	9.32	4.87	0.96	0.50
11	CTP	8.81	4.41	9.64	5.17	1.05	0.79
12	TSMPCl	93.59	34.75	97.68	31.52	7.65	0.53

*Value significant at 0.05 level - 1.96

Out of above variables, significant differences between mean scores of Boys of working mothers and boys of non-working mothers have been found only in one area i.e. FLE. In case of problem area FLE, the t-ratio value is greater than the table value at 0.05 level. Therefore, it is significant at 0.05 level . It indicates that significant differences exist between mean scores of Boys of working mothers and non-working mothers on the problem area FLE Therefore, the hypothesis-4 formulated earlier that there exists significant

differences between psycho-social problems of Boys of working mothers and Boys of non-working mothers is accepted.

TABLE-4 Boys Girls of Working Mothers and Girls of Non-working Mothers (GWM & GNWM)

The mean, standard-deviation and t-ratio of GWM (N=22) and GNWM (N=16) on all the variables are presented below:

Sl. No.	Areas	GWM		GNWM		SEd	t-ratio
		Mean	S.D.	Mean	S.D.		
1	HPD	7.27	3.10	7.31	3.63	1.12	0.03
2	FLE	4.23	2.31	5.25	3.92	1.09	0.93
3	SRA	10.55	4.52	14.44	8.29	2.28	1.70
4.	SPR	11.41	4.96	10.69	4.11	1.47	0.48
5	PPR	12.95	6.21	10.63	4.67	1.76	1.31
6	CSM	4.50	4.44	4.31	2.30	1.10	0.17
7	HF	7.55	3.51	7.81	3.39	1.13	0.23
8	MR	7.73	2.10	7.31	3.84	1.05	0.40
9	ACW	11.32	5.06	10.63	2.96	1.30	0.53
10	FVE	7.29	3.02	10.06	4.85	1.37	2.02*
11	CTP	10.00	6.16	8.06	2.95	1.50	1.29
12	TSPMCL	95.09	29.55	98.50	32.53	10.28	0.33

*Value significant at 0.05 level

Out of above variables significant differences between means scores of Girls of working mothers and Girls of non-working mothers have been found only in one area FVE. In case of problem area FVE, the t-ratio value is greater than the table value at 0.05 level. Therefore, it is significant at 0.05 level of significance. It indicates significant differences between mean scores of Girls of working mothers and of non-working mothers on the problem area FVE. Therefore, the hypothesis-5 formulated earlier that there exists significant differences between psycho-social problems of Girls of working mothers and Girls of non-working mothers is accepted. Hoffman (2001) conducted a study on daughters of employed and non-employed mothers. He also came out with similar findings. The study shows that daughters of employed mothers have greater career success and more non-traditional career choices.

MAJOR FINDINGS:

1. Out of eleven areas of Mooney Problem Checklist, SRA, PPR, SPR, and ACW are found to be typical problem areas of the sample under study, i.e., these are the areas of maximum concern for adolescent children at senior secondary stage.
2. There exists significant difference between the psycho-social problem of adolescent children of working and non-working mothers in the areas of FLE, ACW and FVE.
3. Significant differences between the psycho-social problems of Boys and Girls are found in the areas FLE, CSM, ACW and FVE.
4. The differences between the psycho-social problems of boys of working and non-working mothers are found to be significant only in one problem area of MPCL i.e. FLE.
5. The differences between the psycho-social problems of girls of working and non-working mothers are found to be significant only in one problem area of MPCL i.e. FVE.

The results exhibit that adolescent children of non-working mothers face maximum psycho-social problems regarding FLE which is quite natural as dual earner families are usually economically better than single earner families. Total score of MPCL is also higher for Adolescent children of Non-working Mothers (ACNWM) which itself shows that ACNWM have more Psycho-social problems than those of ACWM.

The study has important implications for parents, teachers, counsellors and for educational research. They can be instrumental in facilitating overall and positive development of the adolescent children. Parents, teachers and the community in general need to be empathic towards the major needs and concerns of adolescent children. This enables them to have good relations with adolescent children.

In schools/colleges and at home also adolescent children should be provided with recreational activities to keep themselves busy and to help them utilize their leisure time for productive work. The curriculum should be so framed that the adolescents are able to earn and learn simultaneously. This would make them feel more self-dependent and confident. In educational curriculum, there should be provision of

the student counseling in the fields of educational, vocational and personal problems.

Parents, especially in dual earner families should not impose undue control and restrictions on their adolescent children, excessive control may lead to psychological problems and poor performance in academics. In dual earner families, parents need to talk to their children to understand their psychological needs and also to help them in their studies and choosing their career etc. This will help a lot to understand them and to sort out their problems.

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