Adolescent can be a specifically turbulent as well as dynamic period of one’s life. It has been identified as a period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop a clearer sense of psychological identity and increase their independence from parents. Stanley Hall denoted this period as one of ‘strom and stress’ and according him, conflict at this development stage is normal not unusual. Margaret Mead, on the other hand attributed the behavior of adolescents to their culture and upbringing. Several developmental stage models have placed adolescence in a period of human development. Freud saw it as the ‘genital phase’ of psychosexual development, where the child recaptures the sexual awareness of influence. Piaget focused on cognitive development, seeing adolescence as the ‘formal operative stage’ where the young person develops the ability to think abstractly and drawn conclusions from the information available. The theory of psychosocial development identified the identity crisis as central to the notion of adolescence (Viner and Deborach, 2005). It is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have still become more compared to the yesteryears.

An individual with unlimited capacities and enthusiasm, turbulent and emotionally over confident but with strained differences in known to be an Adolescence. It is the time where adolescent children need maximum attention and care of their parents. But an uprecedented number of women especially mothers are entering the labor force either due to economic necessity or in search of identity. This has lead to radical shift in the traditional role of mother as a ‘care taker’ to a ‘bread earner’ and has altered child rearing goals and practices.

The relationship between maternal employment and adolescent development is enormously complex and no single generalization are possible. The reason for this complexity is that many intervening variables alter the impact that maternal employment on adolescent development. But it is not the denying fact that being educated , working mothers understand the psycho-social problems of their children
and deal with them efficiently and effectively. But at same time employed mothers feel guilty about leaving their children and tries to compensate with by other means like over love and protection. Sometimes their dual role creates 'role strain' and leads to child neglect. Thus, the employment of mother influences the emotional behavior and personality of their children especially adolescent. Adolescence is a period when the behavior getting influenced highly by the emotions, which affects the psychological health. Developmental research on maturity rather emotional maturity that focuses specifically on mid and late adolescence, simultaneously examines both cognitive and non-cognitive factors that investigates the relation between these factors and the ability to make good decisions is greatly needed.

**Emotional Maturity**

Emotional maturity must take account of the full scope of the individuality, powers and his/her ability to enjoy the use of his/her powers. The emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intraphysically and intra-personality. Emotional maturity is the ability to bear tension and can be understood in terms of ability of self control which in turn is a result of thinking and learning (Jha, 2002).

Ingersoll and Orr (1989) conducted a study to know the behavioral and emotional risk in early adolescents on 1508 of junior high school students. The analysis revealed the increased emotional risk among the females and increased behavioral risk among the males. Additionally, risk status was found to vary as a function of age, family configuration and cognitive level. These findings confirm and extend earlier findings of problem behavior factors reported among older adolescents and expand the role of such factors in a problem behavior theory.

Baumrind (1991) investigated the Influence of parenting style on adolescent competence and substance use and found that parenting types were identified that differ on the bases of commitment and balance of demandingness and responsiveness. Authoritative parents who are highly demanding and highly responsive were remarkably successful in protecting their adolescents from problem drug use, and in generating competence. Authoritative upbringing, although sufficient, is not a necessary condition to produce competent children. Casual recreational drug use was not associated with pathological attributes, either recursive or concurrent, although non users showed an increment in competence.
Tschann, Adler, Irwin, Millstein, Turner and Kegeles (1994) investigated the initiation of substance use in early adolescence and the roles of pubertal timing and emotional distress. Tested two hypotheses regarding the effects of pubertal timing on substance use in a prospective study of 221 young adolescents (aged 10.67–14.67 yrs at 1st assessment). A maturational-deviance hypothesis predicted that early-maturing girls and late-maturing boys would experience heightened emotional distress, which in turn would influence initiation and use of substances. Alternatively, an early-maturation hypothesis predicted that early-maturing girls would engage in more substance use than all other groups, independent of emotional distress. Early-maturing subjects reported more substance use within 1 yr. Subjects experiencing elevated levels of negative affect also reported greater substance use within the next year. However, pubertal timing was not related to emotional distress. Results support the early-maturation hypothesis for girls and suggest its extension to boys.

Cauffman and Steinberg (2001) studied the immaturity of judgment in adolescence that why adolescents may be less culpable than adults. They examined the influence of three psychosocial factors (responsibility, perspective, and temperance) on maturity of judgment in a sample of over 1,000 participants ranging in age from 12 to 48 years. Socially responsible decision making was significantly more common among young adults than among adolescents, but did not increase appreciably after age 19. Individuals exhibiting higher levels of responsibility, perspective, and temperance displayed more mature decision-making than those with lower scores on these psychosocial factors, regardless of age. Adolescents, on average scored significantly worse than adults, but individual differences in judgment within each adolescent age group were considerable. These findings call into question recent arguments, derived from studies of logical reasoning, that adolescents and adults are equally competent and that laws and social policies should treat them as such.

Aviezer, Resnick, Sagi and Gini (2002) studied the school competence in young adolescence that is link to early attachment relationships beyond concurrent self-perceived competence and representations of relationships. Results showed that infant attachments to mother, but not to father, contributed significant additional variance to the perdition of children's scholastic skills and emotional maturity beyond the contribution of concurrent representations of relationships and changes in circumstances of care giving. The results supported the secure base construct as an
organizing concept of longitudinal investigations of attachment.

Richard, Encel and Shute (2003) conducted study on the emotional and behavioral adjustment of intellectually gifted adolescents: a multi-dimensional, multi-informant approach. The study compared the emotional and behavioral adjustment of a group of 33 intellectually gifted adolescents with a matched group of 25 adolescents of average ability. They examined the psychological adjustment of intellectually gifted adolescents using both multi-informant ratings and multi-dimensional, co-normed instruments. Parent ratings indicated that the intellectually gifted adolescents showed lower levels of problem behavior than their peers of average ability. Teacher ratings indicated no significant differences between the two groups. Adolescent self-reports showed no difference on a global measure of emotional adjustment. However, intellectually gifted adolescents reported significantly fewer depressive symptoms, a better attitude towards teachers, greater self-reliance and a greater sense of adequacy. Young adults' perceptions of their relationships with their parents: Individual differences in connectedness, competence, and emotional autonomy.

Vera, Shin, Montgomery, Mildner and Speight (2004) investigated the conflict resolution styles, self-efficacy, self-control and future orientation of urban adolescents. They examined the correlates and predictors of conflict resolution styles in a sample of urban seventh and eighth grades. Girls were found to rely on verbal assertion more frequently and aggressiveness less frequently than boys in sample. Self-efficacy and self-control were found to be significant predictors of conflict resolution styles.

Katyal and Awasthi (2005) examined the gender differences in emotional intelligence among adolescents of Chandigarh. The findings revealed that girls were found to have higher emotional intelligence than boys.

Pastey and Aminbhavi (2006) assessed the impact of emotional maturity on stress and self confidence of adolescents. The sample consisted of 105 adolescents studying in 11th and 12th class. The findings revealed that the adolescents with high emotional maturity have significantly high stress and self confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self confidence than their counter parts. It was also found that educational level of father has significantly influenced stress of their adolescent children. Adolescent boys tend to have significantly higher stress than girls
and girls tend to have significantly high self confidence.

Overbeek, Stattin, Vermulst and Rutger (2007) examined whether detrimental childhood relationships with parents were related to partner relationship quality and emotional adjustment in adulthood. The authors tested a theoretical model in which (a) low-quality parent-child relationships were related to conflict and low-quality communication with parents in adolescence, (b) parent-adolescent conflict and low-quality communication were linked to low-quality partner relationships in young adulthood, and (c) low-quality partner relationships in young adulthood were predictive of low-quality partner relationships as well as depression, anxiety, and dissatisfaction with life at midlife. Multi-informant data were used from 212 Swedish individuals who were followed from birth to adulthood. Results demonstrated that, as hypothesized, negative parent-child bonds were indirectly related to low-quality partner relationships and dissatisfaction with life in adulthood (but not anxiety and depression) through conflict parent adolescent communication and low-quality partner relationships in young adulthood.

Gupta, Joshi and Pasbola (2008) investigated the effects of home environment upon emotional maturity among female adolescents of joint and nuclear family structure. The sample consisted of 200 female respondents (100 belonging to joint family and 100 to nuclear family type). The results revealed that home environment significantly affect emotional maturity of female adolescents.

Steinberg, Lamborn, Darling, Mounts and Dornbusch (2008) studied the over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. Results showed the differences in adjustment associated with variations in parenting are either maintained or increase over-time. However, whereas the benefits of authoritative parenting are largely in the maintains of previous levels of high adjustment, the deleterious consequences of neglectful parenting continue to accumulate.

Bhayal and Mathur (2009) studied on the emotional maturity in adolescents girls of urban and rural settings. A sample of 60 adolescents girls (30 urban and 30 rural) was taken. Results indicated that living in urban and rural did not make a significant difference on emotional maturity.

Iqbal, Aleem, Ahmed and Khanam (2010) investigated the emotional maturity and adjustments in ADHD children and normal children. This study was conducted on
60 children (30 ADHD, 30 normal as a control group). Results showed significant
difference between ADHD and control group on all the dimensions of emotional
maturity except emotional regression. Significant differences were also found
between ADHD and control group on emotional, social and total adjustment. ADHD
group had poor adjustment in all these areas than control group. However significant
difference was not found between ADHD and control group on educational
adjustment.

Jadhav (2010) examined the emotional maturity and emotional competence of
college students of Belgaum district. The sample included 150 students by random
sampling technique, out of which 48 were boys and 102 were girls. Results showed
the significant difference between male and female students, second year students and
government and private college students in emotional competence. It was also found
that there is no difference 20-21 and 22-23 years students in both variables, male and
female and first and second year students in emotional maturity and arts and science
students in both emotional maturity and emotional competence, rural and urban
students in emotional competence. Shivkumar and Visvanthan (2010) investigated the
emotional maturity of students. The study was conducted on 490 B.Ed. students. The
study showed that the emotional maturity of B.Ed students was extremely unstable.

Self Confidence

Self confidence is a positive attitude of oneself towards one's self-concept. Self
confidence refers to a person's perceived self. Self confidence is the confidence
one has in oneself, one's knowledge and one's abilities. Genuine self confidence is
the forerunner of achievements. Self confidence integrates the powers of mind and
body and focuses them towards the goal. It is the first step to progress, development,
achievement and success. Even if one has a lot of abilities and a lot of knowledge, if
one does not have self confidence one can not be successful. On the contrary, even if
one has only average abilities and knowledge, if one has an unfailingly true self
confidence, chances are that one achieves who one wants to.

Frank, Avery and Laman (1988) conducted study on seventy eight women
and 72 men between 22 and 32 years of age completed an interview assessing five
aspects of autonomy (independence, decision making, personal control, self-assertion,
and self–other responsibility) and five aspects of relatedness (empathy, closeness,
communication, concern, and respect) in their relationships with each of their parents.
Factor analyses—resulting in congruent solutions for descriptions of mothers and fathers—reduced these data by identifying three relationship dimensions describing experiences of (a) connectedness versus separateness, (b) competence, and (c) emotional autonomy in relation to parents. Significant associations with sex, age and marital status argued for the construct validity of the relationship dimensions and suggested their usefulness in developmental studies. Moreover, cluster analyses, identifying several empirically distinct and phenomenological coherent types of young adult–parent relationships, linked the relationship dimensions with intrapsychic and interpersonal realities described by theorists and practitioners in the clinical and developmental literatures.

Valey and Campbell (1988) conducted a study to (a) determine what achievement goal orientations are present in adolescent figure skaters, (b) examine the relationship between the goal orientations conceptualized by Maehr and Nicholls (1980) and those conceptualized by Vealey (1986) and (c) investigate the influence of different goal orientations on the precompetitive self confidence, precompetitive anxiety and performance of adolescent skaters. Data included 106 youth figure skaters participating in regional competition. Support was found for the relationship between the achievement orientations and the sport-confidence/competitive orientation constructs of Vealy. A multivariate relationship was support between sport-confidence/achievement orientation predictor constructs and the self confidence, anxiety and performance of adolescent figure skaters in sport competition.

In a study by Stein, Newcomb and Bentler (1990) the relationships among parenthood, vocational status, and self-esteem were explored using longitudinal data from 462 young adult women and 192 young adult men. However, no such relationship remained for women working full-time or preparing for careers. In addition, to rule out self-selection, prior self-esteem, assessed in late adolescence, did not predict subsequent family involvement and was equivalent for the two different vocational status groups. In young adulthood, men and women attending school or engaged in full-time jobs had higher self-esteem than men and women with part-time jobs or no jobs, respectively.

Wigfield, Eccles, Douglas, Reuman and Midgley (1991) examined 1850 school age children achievement, self perceptions in four activity domains (Math, English, social activities and sports) and self esteem across the transition from...
elementary to junior high school. Results showed that perceptions of sports ability declined across 6th and 7th grades. The linking of math and sports declined over time, whereas the linking of English and social activities declined immediately after transition but increased across 7th grade. Many of these changes were attributed to changes in the school and classroom environments encountered on entering junior high school.

Hall and Rowe (1991) studied the self esteem of young adolescents in Boone County, Nebraska. They examined the relationship of adolescent self esteem to the source of parental income, father and mother employment outside the home, and family type (two-parent, single-parent and step-family). Results showed the significant difference between adolescents in two-parent and single-parent families, nor between adolescents in step-parent and single-parent families.

Christoffersen (1994) conducted a follow-up study of long term effects of unemployment on children for loss of self-esteem and self-destructive behavior among adolescents. Results revealed that violence, separation from parents and parents' addiction problems during childhood were significantly more common in the risk group than in the control group. Their present situation also differed decisively in vocational training, unemployment and psychological problems (lack of self-confidence, sleeping problems, anxiety, and considerations of suicide). The logistic regression model revealed that the factors which statistically could explain the loss of self-esteem were partly due to experiences during childhood and partly to their present situation. Parental unemployment, violence in the home, being bullied in school seems to drain self-esteem. Present unemployment and no vocational training have a statistical effect on their self-esteem, as well as lack of support from a spouse.

Buriel, Perezl, Ment, Chavez and Moran (1998) studied the relationship of language brokering to academic performance, biculturalism, academic self-efficacy and social self-efficacy. Results showed that language brokering was positively related to biculturalism and in turn, both of these variables were positively related to academic performance. The stronger predictor of academic performance was academic self-efficacy. Results also indicated that, to some degree, language brokering is a gendered activity, with females reporting more brokering than males.

Steinberg and Cauffman (1999) studied the differences between adolescents' and adults' judgment and have emphasized the age differences in cognitive factors
presumed to affect decision making. The paper examines research and theory on three psychosocial aspects of maturity of judgment: responsibility, temperance and perspective. For several psychosocial dimensions of maturity that are likely to affect judgment, the existing evidences, while indirect and imperfect, indicates that the greatest differences are found in comparisons between early adolescents versus middle and late adolescents.

Stolz (1999) studied the importance of self-confidence in performance among students. The results showed that the students who received the negative encouragement and the poor grade on the questionnaire did more poorly than the students that received positive encouragement and good grades on the questionnaire. The results showed that there was a significant effect of self-confidence and self-efficacy in performance.

Neblett and Cortina (2006) examined the relation between adolescents' perception of their parents' jobs and their future orientation, and the role of parental support. 459 adolescents were surveyed about their parents, job rewards, self-direction, and stressors. Results suggested that higher levels of parental support may weaken the association between perceptions and future orientation when adolescents perceive their parents experiences unfavorable conditions at work.

Huang, Norman, Zabinski, Calfas and Patrick (2007) studied the body image and self-esteem among adolescents undergoing an intervention targeting dietary and physical activity behaviors. They focused to determine the effect of a one-year intervention targeting physical activity, sedentary and diet behaviors among adolescents on self-reported body image and self-esteem. Adverse effects on body satisfaction and self-esteem were not observed among adolescents undergoing this behavioral intervention. These results suggest that a behavioral intervention directed at improving physical activity and diet habits may be safely undertaken by adolescents, including those who are at risk for overweight with and without adverse psychological consequences. Inclusion of specific elements in the intervention that directly addressed body image and self-esteem issues may have reduced the risk for negative psychological effects.

Stepan (2009) examined the role of mothers' and fathers' internal working models of self and attachment in child loneliness, empathy, and self-esteem in pre-adolescence. The results showed that fathers', though not mothers, internal working
models of self, assessed via self-reported self-esteem, were significant predictors of child self-esteem, empathy and loneliness in pre-adolescence. The results revealed robust and pervasive relations between indicators of fathers' internal working models of self and attachment and children's self-esteem and loneliness and that many of these relations remained significant even when gender, stressful life events, and pubertal development were included in analyses. The findings showed that when fathers had more positive self-models, and more positive models of their attachment history and romantic attachment relationships, children had greater self-esteem and were less lonely in pre-adolescence. The discussion focuses on the importance of fathers to child well-being in pre-adolescence and the validity of self-report measures of attachment, and particularly of romantic attachment, in the context of intergenerational attachment studies.

Children and adolescents benefit from good relationships, experience, and positive thinking. Children need to know that they are important. When they feel accepted and loved by important people in their lives, they feel comfortable, safe and secure. It is necessary to build a child’s self-esteem that would help him in developing self-confidence in him. To build self-confidence and overcome low self-esteem is to change how one feels emotionally about oneself. Changing this belief is contrary to logic, but is a must if one is to overcome insecurity and enhance one's self-confidence and raise one’s self esteem.

Security-Insecurity

The feeling of security-insecurity has significant value in shaping and reshaping of personality. It has both positive and negative value. Security refers to the condition of being safe, free from threat of danger to life, relaxation conflicted, emotional stability, self-acceptance and well based self feeling of strength, tendency to accept other human being and co-operative. Insecurity refers to emotional instability, anxiety, isolation, jealousy, hostility, irritability, inconsistency and general pessimism or unhappy. This is the by-product of heredity and environment.

Bluestone and Tamis-LeMonda (1999) examined parenting and disciplinary practices in 114 working and middle class African American mothers of children aged 5-12 using the Parenting Dimensions Inventory (PDI). Results indicated substantive variation among parents in their disciplinary strategies. Reasoning, which is characteristic of authoritative parenting, was the most frequently reported strategy.
Factor analyses were conducted on mother's responses to PDI items, and socio-demographic and psychological variables were related to the identified factors. Maternal education, socioeconomic status, childrearing history, and maternal depression differentially predicted child-centered parenting, reasoning, and mothers' tendencies to let a situation go. The importance of extending theoretical and empirical models of parenting determinants to underrepresented segments of African American families is emphasized in order to gain a fuller understanding of the factors that contribute to diverse styles of parenting in such groups.

Becker, Delius and Scheitenberger (2001) investigated the influence of attachment representation on adolescents' nonverbal behavior during an observed mother-adolescent interaction task. Results showed a significant relationship between adolescent attachment representation and adolescent nonverbal facial expression during the interaction task. Attachment security was related to open and positive expression of emotion whereas dismissive attachment style was associated with communication inhibiting behavior. The results are congruent with attachment theory claiming that coherent emotional appraisals of one's own attachment history is a prerequisite to open emotional expression and communication of one's feelings to others.

Odegaard, Lindbladh and Hovelius (2003) conducted a study on the children who suffer from headaches—a narrative of insecurity in school and family. Results indicated that the children were found to consistently associate their headaches with conditions in school, specifically with more theoretically-oriented subjects (Math or Swedish), a noisy and disorderly school environment, and insecure relations with classmates. The second theme they took up was insecurity or conflict within the family. Reports of this constituted a major part of the children's accounts of their life situation, despite their failing to link such matters with their headaches. Many of the children considered their patterns of reacting, such as feeling unable to cope or becoming angry, as contributing to their getting headaches. In conclusion it can be said that the children related their headaches consistently to everyday situations and to their relations with others.

Riskind, Williams, Altman, Black, Balaban and Gessner (2004) reported that considerable research has supported links between disrupted parental bonding, attachment insecurity, and psychopathology. Still, few studies have attempted to
integrate these findings within a broader cognitive theory of anxiety. Two studies are presented that examine the links between cognitive vulnerability to anxiety (i.e., the Looming Maladaptive Style: LMS) and parental bonding (Study 1) and perceived parental attachment orientations during childhood (Study 2). Results of Study 1 suggested that low levels of maternal overprotection and high levels of paternal overprotection significantly predict LMS scores, beyond the effects of current anxious and depressive symptoms. Results of Study 2 suggested that retrospective reports of maternal attachment insecurity are associated with significantly higher LMS scores, anxious and depressive symptoms, adult romantic attachment insecurity, and potentially high-risk relationship behaviors.

Berger, Jodl, Allen and Davidson (2005) examined whether attachment theory could be used to shed light on the often high degree of discordance between self- and observer-ratings of behavioral functioning and symptomatology. Data was collected on 176 moderately at-risk adolescents. Insecure-preoccupied attachment was associated with higher levels of adolescent reporting of internalizing and externalizing symptoms relative to parent-reports of adolescent symptomatology. The findings suggest that attachment organization may be one factor that accounts for individual differences in the degree of discordance between self- and other-reports of symptoms in adolescence.

Mack, Leiber, Featherstone and Monserud (2006) studied on four competing theoretical perspectives to examine the relationship between family structure and juvenile delinquency. Using data from the Add Health Study, the authors examined non-serious and serious delinquent behavior across youth from different types of households and also considered how the association between family structure and delinquency might be conditioned by family processes and economic factors. Results from negative binomial regression analyses indicated that, in general, type of household was not a significant predictor of non-serious or serious delinquency. Rather, maternal attachment emerged as the most important determinant of delinquent behavior among youth from all family types.

Neblett and Cortina (2006) examined the relation between adolescents, perception of their parent’s jobs and their future orientation, and the role of parental support. 459 adolescents were surveyed about their parents, job rewards, self-direction, and stressors. Results suggested that higher levels of parental support may
weaken the association between perceptions and future orientation when adolescent’s perceives their parents experiences unfavorable conditions at work.

Judy and Jeffrey (2007) examined the perceptions of attachments among people from the U.S, Puerto Rico and India to investigate the variances in parental and peer attachments levels cross culturally. The participants expressed less overall attachments to their mothers than did Indian and American participants. Indian participants conveyed stronger attachment to their fathers compared to participants from Puerto Rico. U.S. participants showed stronger attachments to their peers than did people from India.

Vyas (2008) reported that no significant difference was found in anxiety, emotional maturity and security - insecurity of boys and girls coming from coeducation and unisex education school.

Lohman, Stewart, Gundersen, Garasky and Eisenmann (2009) studied the adolescent overweight and obesity: links to food insecurity and individual, maternal and family stressors. The sample included 1011 adolescents aged 10 to 15 years. Results showed that higher levels of individual stressors increased the probability of being overweight or obese for adolescents, whereas there was no direct association between food insecurity, maternal or family stressors or overweight or obesity. The interaction of food insecurity and maternal stressors was significantly linked to the probability of being overweight or obese, more specifically; an increase in maternal stressors amplified a food insecure adolescent’s probability of being overweight or obese.

Belachew, Hadley, Lindstrom, Gebremariam, Micael, Getachew, Lachat and Kolsteren (2011) studied the gender differences in food insecurity and morbidity among adolescents in Southwest Ethiopia. The data consisted of 2084 adolescents aged 13 to 17 years from urban, semi-urban and rural areas of southwest Ethiopia. Results showed that girls were 7.4 and 7.0 times more likely to report difficulties with activities because of poor health and having a feeling of tiredness/low energy compared with boys, respectively (P<.001).

**Maternal Role**

The path between the mother’s employment status and the child outcomes is a long one. To understood how maternal employment affects the child, one has to understood how its affects the family because it is through the family that effects take
place. As it concentrate on three important aspects of family life that seem to carry the effects i.e. the father’s role, the mother’s state of well being and parent-child interaction patterns.

Influence of Maternal Employment on Children

Adolescence is one of the important periods of life. Family plays an important role in the personality development of adolescents is undergoing structural, emotional and interactional transformations. In family, mother plays a very big important role in adolescents’ development. There are various factors which are being influenced by mother’s role. Maternal employment has positive as well as negative influence on adolescents.

Douvan and Adelson (1966) and Propper (1972) concluded that maternal employment not only alters the life style of a mother who works, but also changes the life of her adolescents.

Nelson (1971) and Gold and Andres (1978) investigated the relationship between maternal role and adolescent adjustment. Those women who have adjusted to the dual roles may be more likely to provide the emotional support that is necessary for healthy adjustment of their adolescent children. The maladjustment of the dual role of mother also leads to psychosocial problems among adolescents.

Bimbaum (1975) stated that employed mothers may be models of feminine competence for their adolescents, who might develop less stereotyped and traditional sex role concepts. He also reported that employed mothers may have a less stressful relationship with their full time home makers.

Adolescents with working mothers may develop a greater degree of autonomy and adult maturity than those with non working mothers. Mody and Murthy (1988) found that children of employed mothers as careless and slightly emotionally unstable in the early years but independent during later years as compared to children of non-employed mothers. Mother’s employment also influenced the performance of adolescents. When a relationship found it is usually in negative direction for boys and a positive direction for girls. The number of hours of the mother’s work was negatively correlated with school achievement (Gottfried and Bathrust 1988).

Armistead, Wierson and Forehand (1990) conducted the study having two purposes first; the effects of maternal employment on adolescent functioning were examined in a sample of 63 young adolescents. Results showed that maternal
employment was not related to any of the areas assessed, suggesting that maternal employment may not have a harmful effect on adolescent adjustment. Second, the relationship of prestige ratings of either maternal or paternal employment to adolescent functioning was examined a sample of 96 young adolescents. Maternal prestige ratings were not significantly related to any dependent measures, yet prestige ratings of paternal employment were significantly related to at least one measure in most areas of adolescent functioning. Multiple regression analyses demonstrated that only the paternal rating served to predict adolescent functioning, particularly for male adolescents.

Galambos and Maggs (1990) examined whether mothers work related and global stress were associated with changes in mother-adolescent relations across a 6-month period and whether mothers' stress and mother-adolescent relations predicted the adolescent's psychosocial adjustment. Subjects were mothers and early adolescents in 96 dual-earner families. Results found that global stress was related to the mother's decreasing acceptance of the child. Lower maternal acceptance was associated with poorer psychosocial adjustment in adolescents. Mother's work related stress was not associated with mother-adolescent relations or adolescent adjustment.

Richards and Duckett (1994) studied the relationship of maternal employment to early adolescent daily experience with and without parents. This study examined that how maternal work may shape pre- and young adolescents' daily life experience. According to the procedures of the Experience Sampling Method (ESM), a sample of 295 children aged between 10-13 year carried electronic pagers for 1 week and completed self-report forms in response to random signals sent every other hour. Their daily experience did not differ by maternal employment status, with the following exceptions: full-time maternal employment was associated with more time doing homework with mothers and less time in general leisure, while part-time employment was associated with more time doing sports with parents. Relative to those with non-employed mothers, youth with part-time employed mothers reported more positive daily moods and higher self-esteem, while youth reported time with full-time employed mothers to be the friendliest. While children with employed mothers spent no less time with family, parents, friends, in class or alone, they spent more time alone with fathers.
Employment of mother linked to more positive experience and it was related to higher self esteem and more positive daily affect of their children (Duckett and Richards, 1995). Maternal employment is not a liability, rather an asset for their children, as it helps in grooming better adjustment (Muni and Panigrahi, 1997).

Mann (1998) conducted a study to examine the impact of working class mother on the educational success of their adolescent’s daughters at a time of social change. The author concluded that while neither traditional nor transitional working-class mothers might become greatly involved in formal aspects of schooling, it is clear that their relationships with their daughters strongly influence their academic experience. Mother-daughter relationship seemed to favors girls’ educational achievement in three main and interconnected ways: (a) by emphasizing independence, (b) by providing emotional support, and (c) by influencing girls' values in the light of current social change.

Aughinbaugh and Gittleman (2004) reported that the mother's employment whether early in the child’s life or during adolescence-affects the likelihood pf participation in risky behaviors such as smoking cigarettes, drinking alcohol, using marijuana and other drugs, engaging in sex and committing crimes.

Greater maternal education and literacy skills enhanced positive links between mother’s new or sustained employment and improvement in adolescent’ cognitive and psychosocial function which provides a feeling of security to adolescents (Coley, Bachman, Votruba-Drzal, Lohman and LiGrining, 2007).

Sleskova, Tuinstra, Geckova, Dijk, Salonna, Groothoff and Reijneveld (2006) concluded that father’s employment seems to be better predictor for Solvak adolescents, father’s disablement of health for Dutch ones. Mother’s employment status seemed to be important for the self-esteem of Slovak adolescents and mother as a housewife for the health of Dutch ones.

Hangal and Aminabhavi (2007) assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 9th standards. The results revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers were highly achievement oriented.
Alim and Naseem (2008) carried out a study to compare the impact of working status of mothers on academic achievement of adolescent boys and girls. Results revealed that there was a significant difference in academic achievement of children of working and non-working mothers. There were significant differences in academic achievement of boys and girls of non-working mothers. Academic achievement of boys of working and non-working mothers also showed significant differences. Likeness to mother was highest in girls group of working mothers. Demographic parenting has been found practiced highest in girls' group of working mothers. Willingness to stay at home at free time was found to be highest amongst girls' group of working mothers.

Goldberg, Prause, Thompson and Himsel (2008) examined whether children’s achievement differed depending on whether their mothers were employed. Four achievement outcomes were emphasized: formal tests of achievement and intellectual functioning, grades, and teacher ratings of cognitive competence. When all employment was compared with non employment for combined. And separate achievement outcomes without moderators, effects were non significant. Small beneficial effects of part-time compared with full-time employment were apparent for all achievement outcomes combined and for each individual achievement outcome. Significant sample-level moderators of the associations between maternal employment and achievement for all outcomes combined included family structure, race/ethnicity, and socioeconomic status; associations were positive when samples were majority 1-parent families and mixed 1- and 2-parent families, racially/ethnically diverse or international in composition, and not middle-upper class. Analyses of child gender indicated more positive effects for girls. Children’s age was a significant moderator for the outcome of intellectual functioning.

Mohanty and Parida (2009) investigated the psycho-social problems of adolescent children of working and non working mothers. The sample consists of 130 adolescents from government and private schools. The results showed the significant differences between the psycho-social problems of boys and girls were found in the areas finances, living conditions and employment (FLE), adjustment to college work (ACW), courtship, sex and marriage (CSM) and future, vocational and education (FVE). The differences between the psycho-social problems of boys of working and non-working mothers were found to be significant only in one area i.e. finances,
living conditions and employment. The differences between the psycho-social problems of girls of working and non-working mothers were found to be significant only in one problem area i.e. future, vocational and education.

Deb, Chaterjee and Walsh (2010) studied the anxiety among adolescents of Kolkata city. They compared anxiety across gender, school type, socio-economic background and mothers' employment status. A group of 460 adolescents (220 boys and 240 girls). Results showed that anxiety prevalent in the sample with 20.1% of boys and 17.9% of girls found be suffering from high anxiety. More boys were anxious than girls. Adolescents from Bengali medium school were more anxious than adolescents from English medium school. Adolescents belonging to the middle class suffered more anxiety than those from both high and low socio-economic groups. Adolescents with working mothers were found to be more anxious. A substantial proportion of the adolescents perceived they did not receive quality time from fathers and mothers. A large number of them also did not feel comfortable to share their personal issues with their parents.

Dutta and Das (2010) attempted a study to explore and quantify the effect of maternal employment on well-being, personality and parent-child relationships of young adults of nuclear families. A sample of 120 undergraduates’ students from nuclear families, 60 with working mother and 60 with mothers who were full time home makers, 30 males and 30 females in each sub sample was chosen. Results showed that maternal employment has significant impact on well-being, personality and parent-child relationship of young adults of nuclear families.

Mc Munn, Cable and Bartley (2011) found no detrimental effects of maternal employment in the early years on child socio-emotional behavior, however; there were significant gender differences in the effects of parental employment on behavioral outcomes.

There is a dearth of studies suggesting that there exists a relation between the mother’s employment on family life and children’s well being specially his self esteem, self confidence and security and insecurity. Keeping in view the above literature one may now proceed towards the problem and hypotheses.