CHAPTER-5

SUMMARY

Human life starts from the conception and goes through various stages of development. Each stage of development is equally important. And each has age specific behavior patterns. However, adolescent period is considered much more crucial and critical. Adolescence is bridge between childhood and adulthood. It is the period of rapid growth between childhood and adulthood, including psychological and social development. Webster Dictionary (2012) documents that this is a transitional stage of physical and psychological human development generally occurring between puberty and legal adulthood (age of majority). Santrock (1993) defines adolescence as, the developmental period of transition between childhood and adulthood that involves biological, cognitive and social changes. This period is often characterized by identity crisis, diffuse and vague status, poor body co-ordination and social disapproval.

Today, the modal family is one in which both husband and wife work. Most of today’s children will spend at least part of their lives in a family with a working mother. Over the past several decades, an increasing number of women with children participated in the labor force. A woman's labor force participation might impact the health and well-being of her children. There is a rapid and sweeping entrance of women into the occupational structure. The whole life style is affected and adolescents are no exception to it. Mother’s role is of paramount importance in the life of child because she is principal person in forming child’s character. Many people believe that once children reach early adolescence, their autonomy and independence from parents insulates them from whatever negative or positive consequences might result from maternal absence due to employment. This view may not be warranted however, since adolescents continue to interact with their mothers and alternations of the family system as a result of maternal employment might have a performed effect on adolescent development. Mother’s employment forces her remains away from home
for an average of eight hours per day. This causing substantial mothering deprivation affects child’s specific attitudes, beliefs, values and social perception of the job.

Maternal employment plays a vital agent not only in physical health but also in the development of psychological health. Psychological health is also an important aspect of adolescents with respect to how they function and adapt, and with respect to whether their lives are satisfying and productive. Psychologists have found that it actually involves two separate issues. There is an upside and a downside, both of which need to be considered. The upside involves three factors: self-concept, happiness and optimism.

Self-concept is an important aspect of positive psychological health. Self-concept refers to self-evaluation or self perception, and it represents the sum of an individual’s beliefs about his or her own attributes. Self concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. The self-concept is a complicated, intricate and multifaceted part of an individual's personality (Rosenberg, 1985).

Happiness is an emotion associated with feelings ranging from contentment and satisfaction to bliss and intense joy. A variety of philosophical, religious, psychological and biological approaches have been taken to defining happiness and identifying its sources. Happiness is an inner state of well being. A state of well being enables you to profit from your highest: thoughts, wisdom, intelligence, common sense, emotions, health, and spiritual values in your life. Happiness is a positive concept that is vital and important in maintaining health (Cohen, 2002).

 Optimism is a mental attitude that interprets situations and events as being best (optimized), meaning that in some way for factors that may not be fully comprehended, the present moment is in an optimum state. Scheier and Carver (1985) define optimism as a generalized expectancy that good, as opposed to bad, outcomes will generally occur when confronted with problems across important life domains.
A positive state of mind engendering a sense of well being that enables a person to function effectively within society. Individuals who have good mental health are well-adjusted to society, are able to relate well to others, and basically feel satisfied with themselves and their role in society. In general, mentally healthy individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carry out their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training, and feel a sense of fulfillment that makes the efforts of daily living worthwhile. There is a downside of psychological health that is psychological distress. Psychological distress is related to mental health and mental health is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life and is able to make a contribution to his or her community (WHO, 2001).

As we all know that adolescence is a transitional stage of development and an individual is in a state of dilemma in relation to his career, status and prestige. This is labeled as “need for achievement” by McClelland (1963). The term “achievement motivation” conjures up different connotations to different people. For someone it is the enjoyment of life and feel in control. To others it may convey the meaning of desire for success and accomplishment of tedious tasks. Goc (2010) has stated the factors affecting students’ achievement motivation as; effectiveness of the teacher, friends, the individual's attitude toward school, students’ perceptions about their own abilities, past experiences (positive or negative), the importance given to the student’s success, parents approaches towards their children and school by taking into account the researches done. Daft (2008) has documented achievement motivation as the desire to accomplish something difficult, attain a high standard of success, master complex tasks and surpass others.

There are various empirical studies that talk about the comparative analysis of working and non working women but as such as the role of maternal employment (in terms of hours spent in work set-up) is conspicuous. Taking this perspective in to mind, the present research has been focused on the following objectives: -
• To assess and compare the level of self concept of adolescents of employed (6, 8, 10+ hours) and unemployed mothers.

• To assess and compare the level of optimism of adolescents of employed (6, 8, 10+ hours) and unemployed mothers.

• To assess and compare the level of happiness of adolescents of employed (6, 8, 10+ hours) and unemployed mothers.

• To assess and compare the level of psychological distress of adolescents of employed (6, 8, 10+ hours) and unemployed mothers.

• To assess and compare the level of achievement motivation of adolescents of employed (6, 8, 10+ hours) and unemployed mothers.

To achieve above objectives in the present research following hypotheses were formulated:-

• The self-concept of adolescents of employed mothers would be higher than the self concept of adolescents of unemployed mothers.

• The happiness of adolescents of employed mothers would be higher than the happiness of adolescents of unemployed mothers.

• The optimism of adolescents of employed mothers would be higher than the optimism of adolescents of unemployed mothers.

• The psychological distress of adolescents of employed mothers would be higher than the psychological distress of adolescents of unemployed mothers.

• The achievement motivation of adolescents of employed mothers would be higher than the achievement motivation of adolescents of unemployed mothers.

Design- A multi group design was used to study the effect of maternal employment upon self concept, optimism, happiness, psychological distress and achievement
motivation of adolescents. One control group was comprised of homemakers and the variable, maternal employment was categorized in three groups, G1 Children of Employed mothers (6 hours), G2 Children of Employed mothers (8 hours), G3 Children of Employed mothers (10+ hours)

For the present study, maternal employment was selected as the independent variable. Three groups of children of working mothers of different work set-up/working hours were selected. The nature of maternal employment is teaching, officials, nurses, bank clerks, doctors and police-women. One group of children with non working mothers was comprised as control group for the present study. Self-concept, Happiness, Optimism, Psychological Distress and Achievement Motivation of adolescents were the dependent variables of the study.

Sample-

The study has been conducted on 300 adolescent boys between age ranges of 16 to 18 years from urban based nuclear families. The purposive sampling method was used to collect the Sample from various public schools of Bhiwani and Sonipat districts.

Material-

Standardized tests were selected to measure the happiness, optimism, self concept, psychological distress and achievement motivation. The following tests were used:

1. **Self-Concept Measure**- by Feater & O’Brien (1986):- Self-concept of adolescents were assessed by using a 25 bipolar adjective scale in the format of semantic- differential scale. Each item will require to check a category on a 5-point scale which will describe (how you see yourself). Total scores range from 25 to 125 and higher score indicates high level of self-concept.

2. **The Revised Oxford Happiness scale**- by Argyle (2001):- this scale consists of twenty nine items regarding happiness. Each item has four statements i.e., a, b, c, and d, ranging 0-3. Total scores range from 0 to 87 with highest
indicating a high level of happiness. Authors have reported satisfactory psychometric properties.

3. **Revised Life Orientation Test (LOT-R)** by Scheier, Carver & Bridges, (1994):-LOT-R consisted of ten items related to life orientation with four filler items and six scale items. LOT-R Total scores are calculated by summing the three positively worded and three negatively worded items (these are reverse coded). Respondents are asked to indicate their level of agreement with 9 each of the items on a 4-point scale, using the response format, “strongly agree” to “strongly disagree”. This gives a possible range of 6-24, with higher scores indicating more optimism. Scheier, Carver and Bridges report an internal reliability coefficient of .78 for an undergraduate sample. The corresponding internal reliability coefficient for the sample in the present study was .60.

4. **General Health Questionnaire (GHQ)** by Goldberg & Hillier, (1979):- Psychological distress was measured by using a range of questionnaire methods. In the present study to measure psychological distress General Health Questionnaire GHQ by Goldberg & Hillier, (1979) was used. This questionnaire consists of 23 items regarding psychological distress which are to be answered on a four point rating scale. It has four sub-parts i.e., a, b, c, and d which measures general health, anxiety, anger, depression. All the scores reported here are with four point response scale, from 0 to 3. The possible scores could vary from 0 to 69.

5. **Costello Achievement Motivation Scale** – adapted by Mishra & Srivastava (1990):- Achievement Motivation Scale is a self administering test and can be used as an individual and group test. It is a tool to measure student’s attitude towards achievement in academic and other type of activities. This is a forced choice test consisting of 24 items which are to be responded as ‘Yes’ or ‘No’. The test is directly scored from test booklet. The items are positive and negative in nature. Positive item is given one mark if answered positively by the subject. Scores could ranges from 0-24. Higher scores indicate high achievement motivation.
One-Way Variance Analysis (ANOVA) was used to determine whether there is significant difference in adolescents in relation to their maternal employment. The data was also subjected to t-test to find out the significance of differences. The analysis was done by taking the subjects in following ways:-

1) As the total N=300 comprising four groups i.e.,
   
   G1- n= 75 of children of 6 hours working mothers  
   G2- n= 75 of children of 8 hours working mothers  
   G3- n= 75 of children of 10+ hours working mothers  
   G4- n= 75 of children of non-working mothers.

2) The data of employed vs. unemployed mother’s wards was chosen. But the employed mother’s wards was selected in terms of

   n=25 of children of 6 hours working mothers  
   n=25 of children of 8 hours working mothers  
   n=25 of children of 10+ hours working mothers

3) Then t-test was computed between n=75 of children of working mothers vs. n=75 of children of unemployed mothers

4) Then the comparison was made individually at levels of hours spent at work set-up by mothers i.e.,

   - 6 hours v/s 8 hours (75-75)  
   - 6 hours v/s 10+ hours (75-75)  
   - 8 hours v/s 10+ hours (75-75)

These analyses were taken to see the effect of maternal employment globally and as well to see as how much is the role of hours/ time spent outside home
is responsible in the determination of psychological health and achievement motivation of adolescents.

The results revealed that the adolescent of employed mothers have higher self concept than adolescents of unemployed mothers. The results also revealed that there is significant difference is found among three groups of boys of employed mothers on the variable self-concept. The results showed that the adolescent boys of 6 hours employed mothers have higher self-concept than of 8 hours employed mothers. Results showed that the adolescent boys of employed mothers have not significantly differed from the boys of unemployed mothers on the dimension of happiness, although, the mean score of adolescent boys of employed mothers have higher than the mean score of adolescents of unemployed mothers. The level of optimism has been found higher among adolescents of employed mothers as compared to adolescents of unemployed mothers. Further, results also revealed that the adolescent boys of 6 hours employed mothers have higher level of optimism than of 8 hours employed mothers.

Results showed that the adolescent boys of employed mothers have high level of psychological distress than adolescents of unemployed mothers. Results showed that the adolescent boys of 10+ hours employed mothers differed significantly than the adolescent boys of 6 hours employed mothers on the dimension of psychological distress. The level of psychological distress is high among adolescents of employed mothers. A woman's labor force participation might impact the health and well-being of her children because mother occupies an important position in the life of child and child’s development depends upon the degree of care she takes of the child.

Further, the adolescents of employed mothers have high level of achievement motivation than adolescents of unemployed mothers. Results also showed that the mean of adolescent boys of 8 hours employed mothers is significantly higher on achievement motivation than adolescents of 6 hours employed mothers. Achievement motivation has been found higher among adolescents of 10+ hours employed mothers.
Maternal employment has positive influence on self-concept, optimism and achievement motivation of adolescents. Maternal employment has negative influence on psychological health of adolescents because their level of psychological distress has been found higher.