



A STUDY OF SOCIAL AND EMOTIONAL INTELLIGENCE OF SCHOOL GOING ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS

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ABSTRACT :

The present study was carried out to find out to study emotional intelligence of school going adolescents of working and nonworking mothers. 150 school going adolescents were taken as sample for the present study. Social intelligence scale by N.K Chadha and Usha Ganesan (2004) and Mangal emotional intelligence inventory by S.K.Mangal (2004). Descriptive statistical techniques like Mean, S.D. and T-Test were computed to analysed the data. The findings reveal that female and male adolescents do not differ in social intelligence as well as in emotional intelligence. Whereas adolescents of working mothers are highly socially intelligent as well as emotionally intelligent as compared to adolescents of non working mothers.



KEYWORDS : Mother, Social Intelligence, Working Women and Non-Working Women.

INTRODUCTION

Mother is an apostle of education as her role can hardly can be ignored in the formation of psycho – social make up of a child, inculcating social cultural and moral values for the further maintenance of the society. Today the world is facing number of challenges because of knowledge explosion, technological and social inspiration. It is at this juncture the role of mother become imperative to develop healthy personality of her child.

Developing balance personality in respect of emotional and social dimensions a child needs healthy emotional brought out effective communication skills and conductive family environment to develop conductive home environment the role of mother is imperative.

As we know that we are living in 21st Century when both husband and wife work to meet both ends meets. Developing health personality emotionally balance children is a serious challenge before the working and non working parent.

Keeping the view the above said problem investigator tried to concentrate to study the challenge of working and non -working mothers for social and emotional development of their wards.

SOCIAL INTELLIGENCE

No child is born social. He must learn to make adjustment with others and this ability can be acquired only as a result of opportunities to be with all types of individuals, especially during the years socialization is an important phase of child's development. A man is basically a social animal, he is born,

develops, works and progress in society. Thus social intelligence means proper attitude towards social set ups.

The word "Social intelligence" which is comprised of two words "Social" and "Intelligence". So, Social intelligence is the adjustment ability of an individual to his society, environment, situations and problems of life. Social intelligence can be described as a combination of abilities the first is the basic understanding of people and second is the skills needed for interaction successfully with them. In other words, the ability to get along with other and to encourage them to cooperate with you.

EMOTIONAL INTELLIGENCE

Emotional intelligence is an asset into day's age it is hailed as paramount. It is the mental ability we are born with which gives us emotional sensitivity and our potential for emotional learning management skills, which can help us, maximizes our long term health, happiness and survival. It builds up the ability in self adapting for solving the stress problems and pressure of life in competing status of an individual. Emotional intelligence is a term that refers to one's ability to recognize, understand, effectively manage, regulate and monitor one's emotions. It can be defined as the accumulation of all cognitive, on cognitive and nonphysical, capacity and skills a person possess that help one to deal with the demands and pressure of everyday life. Emotional intelligence is one of the important characteristics which directly govern the human behavior and adjustment. Emotional intelligence constitute three psychology dimensions such as s emotional competency, emotional maturity and emotional sensitivity which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. Emotional intelligence is the ability to perceive emotions, access and generate emotions as to assist thought, understand emotions.

WORKING 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 higher education, administration, medicine, engineering, business and politics. This spectacular information is mainly due to liberation movements, changing value and democracy. The two common motives that have led women into labor force are economic need and personal fulfillment. The women do not like leave their jobs even if economic pressure was reduced. They fell satisfied by doing work and the money they earn.

NON WORKING WOMEN

Non-Working Women are those which stay at home for most of time. They have lots of leisure time, which they can spend with their children and other members of the family. Spending more time at home and stereotyped routine of household work sometimes make the housewives irritating. Then they start to interfere in the life of the other members of the family which can be a reason of family conflict. This has direct effect on the family relationship and psychology behavior of the children particularly the ground of the children.

Kataria, Dr. Sandeep (2016). there exists a significant relationship between social and emotional intelligence of school going adolescents of working and non-working mothers.

Syed, Ambreen & Khan, Ahmed(2018). Children of working and non-working mothers differ significantly so far as their adjustment is concerned. It has also been found that children of nonworking mothers possess better social, emotional and home adjustment than children of working mothers. It has also been found that children of working mothers have better financial adjustment than children of non-working mothers. The study further revealed that there is a significant difference between children of working and non-working mothers on composite score of adjustment

SIGNIFICANCE OF THE STUDY

A Mother is the first school of child. She is dynamic force in the life of her child influencing her physical, emotional, social, and moral development. Today is the age of complication only those individual can survive in the society who are emotionally strong, especially adolescents because adolescents have to face many problems in school and home. They tend to withdraw from social contacts .They get frustrated & committed suicide. The major cause or factor behind suicide is that they are not emotionally strong .in our educational system emotional and social intelligence are important parameters to gauge success of the students .it is apparent that maternal employment has profound implications for our changing social pattern.

Hence, the study will find out how far the absence or without absence of mother at home determine the development of child with regard to emotional intelligence and social intelligence. The study is very important in order to prevent and cure the emotional and social problems of the adolescents. The study is important for parents to understand the child and provide conditions for their emotional and social growth. The result of the study will help the teacher, guidance worker to understand students. That's why investigator was interested to study of Social and Emotional Intelligence of School Going Adolescents of Working and Non-working Mothers.

OBJECTIVES OF THE STUDY

1. To study social intelligence of school going adolescents in relation to gender.
2. To study social intelligence of school going adolescents of working and nonworking mothers.
3. To study emotional intelligence of school going adolescents in relation to gender.
4. To study emotional intelligence of school going adolescents of working and nonworking mothers.

HYPOTHESES

1. There will be no significant difference between social intelligence male and female school going adolescents.
 - a).There will be no significant difference between social intelligence female school going adolescents of working and nonworking mothers.
 - b).There will be no significant difference between social intelligence male school going adolescents of working and nonworking mothers.
 - c).There will be no significant difference between social intelligence school going adolescents of working and nonworking mothers.
2. There will be no significant difference between Emotional intelligence male and female school going adolescents.
 - a).There will be no significant difference between Emotional intelligence female school going adolescents of working and nonworking mothers.
 - b).There will be no significant difference between Emotional intelligence male school going adolescents of working and nonworking mothers.
 - c).There will be no significant difference between Emotional intelligence school going adolescents of working and nonworking mothers.

METHODOLOGY

Sample

The present study is a descriptive survey & 150 school going adolescents were taken as sample for the present study.

Tool used

In the present study the following tools were used for the collection of data by the investigator. 1) Social Intelligence Scale by Chadha and Ganesan (2004) 2) Emotional Intelligence Inventory by Mangal (2004)

Statistical techniques

Descriptive statistical techniques like Mean, S.D. and T-Test were computed to analysed the data.

Analysis and Interpretation

The main objective of present study was to study the Social and Emotional Intelligence of school going adolescents of working and non-working mothers. The sample consists of 150 adolescents of various school selected randomly from Jammu, District of Jammu, India. Social Intelligence Scale by Chadha & Ganesan (2004) and Emotional Intelligence Inventory by Mangal (2004) were used for collecting the data. To achieve the objectives and testing the hypotheses.

Table - 1 Mean scores of social intelligence of male and female school going adolescents.

Group	N	Mean	S.D	S.ED	t-value
Female	75	104.17	10.13	1.68	1.08*
Male	75	102.35	10.41		

*Non-significant at both the levels of confidence 0.05 & 0.01

Table - 1 show that the mean scores of social intelligence of female adolescents is 104.17 and male adolescents is 102.35 with S.D is 10.13 and 10.41 respectively and SED is 1.68. The t value is 1.08 which is non-significant at both the levels of confidence because the calculated value of t is lower than the tabulated value. This shows that there exist non-significant difference in social intelligence of males and females of school going adolescents.

Hence, the **hypothesis No. 1** "Their will be no significant difference between social intelligence of male and female school going adolescents" is accepted.

It means that male and female adolescents do not differ in social intelligence. The reason may be that now mothers also move outside in the society, they cope up with the changing scenario and provide equal facilities, education and opportunities to both male and female adolescents.

Table - 2 Mean scores of social intelligence of school going female adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	38	108.53	8.50	2.13	3.97**
Non working	38	100.07	10.00		

** significant at both the level of confidence 0.05 & 0.01

Table - 2 shows that mean scores of social intelligence of female adolescents of working and non-working mothers are 108.53 and 100.07 respectively. S.D is 8.50 and 10.00 respectively and SED is 2.13. The t-value is 3.97 which is significant at both the levels of confidence because the calculated value of t is greater than the tabulated value. This shows that there exist significant difference in social intelligence of female adolescents of working and no working mothers.

Hence, the **hypothesis No.1 (a)**. "There will be no significant difference between social intelligence of school going female adolescents of working and nonworking mothers." is rejected.

Table - 3 Mean scores of social intelligence of school going male adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	37	106.22	10.72	2.26	3.42**
Non working	37	98.49	8.61		

** significant at both the level of confidence 0.05 & 0.01

Table - 3 shows that mean scores of social intelligence of male adolescents of working and non-working mother's i.e 106.22 and 98.49 respectively. S.D is 10.72 and 8.61 respectively. S.ED is 2.26. The t-value is 3.42 which is significant at both the levels of confidence because the calculated value of 't' is greater than the tabulated value. This shows that there exist significant difference in social intelligence of male adolescents of working and no working mothers.

Hence, the **hypothesis No.1 (b)**. "There will be no significant difference between social intelligence of school going male adolescents of working and nonworking mothers." is rejected.

Table - 4 Mean scores of social intelligence of school going adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	75	107.35	9.65	1.66	2.64**
Non working	75	102.97	10.71		

** significant at both the level of confidence 0.05 & 0.01

Table - 4 shows that mean scores of social intelligence of adolescents of working and non-working mothers i.e. 107.35 and 102.97 respectively. S.D is 9.65 and 10.71 respectively and S.ED is 1.66. The t-value is 2.64 which are significant at both the levels of confidence because the calculated value of t is greater than the tabulated value. This shows that there exist significant difference in social intelligence of female adolescents of working and no working mothers. Hence, that **hypothesis No.1(c)**. "There will be no significant difference between social intelligence of school going female adolescents of working and nonworking mothers." is rejected. It means that adolescents of working and nonworking mothers do differ in social intelligence.

Table - 4 shows that the mean scores of adolescents of working mothers are higher than female adolescents of nonworking mothers.

Table - 5 shows that the mean scores of Emotional intelligence of female adolescents are 55.12 and male adolescents are 56.38 with S.D is 8.94 and 9.17 respectively and SED is 1.48.

Group	N	Mean	S.D	S.ED	t-value
Female	76	55.12	8.94	1.48	0.85*
Male	74	56.38	9.17		

*Non-significant at both the levels of confidence 0.05 & 0.01

t - value is 0.85 which is non-significant at both the levels of confidence because the calculated value of t is lower than the tabulated value . This shows that there exist non-significant difference in emotional intelligence of males and females of school going adolescents. Hence, the **hypothesis No.1(d)**“Their will be no significant difference between emotional intelligence of male and female school going adolescents” is accepted.

Table - 6 Mean scores of Emotional Intelligence of school going female adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	38	58.76	7.30	1.88	3.87**
Non working	38	51.47	9.02		

** significant at both the level of confidence 0.05 & 0.01

Table - 6 shows that mean scores of emotional intelligence of female adolescents of working and non-working mothers is 58.76 and 51.47 respectively. S.D is 7.30 and 9.02 respectively and S.ED is 1.88.

The t-value is 3.87 which is significant at both the levels of confidence because the calculated value of t is greater than the tabulated value. This shows that there exist significant difference in emotional intelligence of female adolescents of working and no working mothers. Hence, the **hypothesis No.2 (a)**. “There will be no significant difference between emotional intelligence of school going female adolescents of working and nonworking mothers.” Is rejected.

It means that female adolescents of working and nonworking mothers differ in their emotional intelligence. Table 4 shows that the mean scores of female adolescents of working mothers are higher than female adolescents of nonworking mothers.

Table - 7 Mean scores of emotional intelligence of school going male adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	37	61.94	8.2	1.70	6.55**
Non working	37	50.81	6.29		

** significant at both the level of confidence 0.05 & 0.01

Table - 7 shows that mean scores of emotional intelligence of male adolescents of working and non-working mother’s i.e. 61.94 and 50.81 and S.D is 8.2 and 6.29 respectively. SED is 1.70. The t-value is 6.55 which is significant at both the levels of confidence because the calculated value of t is greater than the tabulated value. This shows that there exist significant difference in emotional intelligence of male adolescents of working and no working mothers.

Hence, the **hypothesis No.2 (b)** “There will be no significant difference between emotional intelligence of school going male adolescents of working and nonworking mothers.” is rejected.

It means that male adolescents of working and non-working mothers differ in their emotional intelligence. **Table - 7** shows that the mean scores of male adolescents of working mothers are higher than male adolescents of nonworking mothers. So we can infer that adolescents of working mothers are more emotionally intelligent than adolescents non working mothers.

Table - 8 Mean scores of Emotional Intelligence of school going adolescents of working and non-working mothers.

Group	N	Mean	S.D	S.ED	t-value
Working	75	60.33	7.86		
Non working	75	51.15	7.70	1.27	7.22**

** significant at both the level of confidence 0.05 & 0.01

Table - 8 shows that mean scores of emotional intelligence of adolescents of working and non-working mothers i.e. 60.33 and 51.15 respectively. S.D is 7.86 and 7.70 respectively and SED is 1.27. The t-value is 7.22 which is significant at both the levels of confidence because the calculated value of t is greater than the tabulated value. This shows that there exist significant difference in emotional intelligence of adolescents of working and no working mothers. Hence, the **hypothesis No.4 (c)**. "There will be no significant difference between emotional intelligence of school going adolescents of working and nonworking mothers." is rejected.

It means that there are difference between emotional intelligence of working and nonworking mothers. **Table - 8** shows that the mean scores of adolescents of working mothers are higher than adolescents of nonworking mothers. So we can infer that adolescents of working mothers are more emotionally intelligent than adolescent's non working mothers.

CONCLUSION

It is found that female and male adolescents do not differ in social intelligence as well as in emotional intelligence. Whereas adolescents of working mothers are highly socially intelligent as well as emotionally intelligent as compared to adolescents of non working mothers.

Furthermore, female of working mothers were found to be highly socially intelligent and emotionally intelligent as compared to females of non working mothers.

Similarly, male adolescents of working mothers were found to be highly socially intelligent and emotionally intelligent as compared to male adolescents of non working mothers.

Hence, it is concluded that adolescents of working mothers are highly social & emotional intelligent than of non working mothers irrespective of Gender.

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