

## Social Competence among Adolescents of Working and Non Working Mothers

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**Abstract:** Social competence is the ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others. Parents are the primary source of social and emotional support for adolescents. The present aim of the study is to find out the social competence among adolescents of working and non working mothers. Data was collected from the population of students in schools of Jaipur, 120 students was selected randomly, out of which 60 were selected whose mother was working and 60 whose mother was non working. To see the gender difference sample was further divided into 30 boys and 30 girls in each category. The Social Competence Scale developed by V.P.Sharma, Prabha Shukla and Kiran Shukla was used to study the social competence. The result reveals that there is significant difference in social competence of adolescent of working and non-working mother. The adolescent of working mothers are found more socially competent than adolescents of non working mothers. The social competence of adolescent according to their socio economic status when analyzed, then no significant difference was found. The social competence of adolescent according to their types of family when analyzed, then no significant difference was found. Boys were found more socially competitive than girls of nonworking mothers. A significant difference was found in the boys and girls of working mother. Whether no difference was found in the boys and girls of working mother.

**Key words:** social competence, working mother, non working mother, adolescent

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### I. INTRODUCTION

Social competence is described as the ability to effectively make and maintain positive social outcomes by organizing one's own personal and environmental resources. Most frequently cited is the Rubin and Rose-Krasnor (1992) definition: Social competence is "the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations". Social competence is the broader term used to describe a adolescent's social effectiveness. It defines a adolescent's ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others.

Social competence is regarded as an important goal of education in both family and school. As pro-social behavior presumably emerges by observing successful models, social competence can also be seen as a major qualification of parents especially mothers and teachers developing sound instruments for the assessment of social competence constitutes the first step in studying both the development of social competence and its impact on other crucial outcomes of education and psycho-social development.

Kostelnik, Whiren, Soderman, Rupiper, & Gregory, 2014, encompasses six keys categories of behavior associated with social competence, including social values, self-identity, interpersonal skills, self-regulation, and planning, organizing and decision-making.

- Self-identity refers to the descriptive characteristics, qualities, and abilities that people use to define themselves, such as sense of competence, personal power, sense of worth, sense of purpose, positive view of personal future (Guardo & Bohan,1971;Warin,2010). Erikson's psychosocial theory (1959) has proposed the self-identity is formed during a series of internal conflicts, that are linked to developmental stages of lifespan, self-identity would be determined by the method how people resolve the crisis.
- Interpersonal skills are life-long skills as what we use when we communicate and deal with other people face-to-face, which can either promote or hinder our relationships. These required numerous of specific and desirable interpersonal skills, not only the words people used, but also included body language, listening-skills, cooperation techniques, behavior adjustment, negotiation etc. (French,1993).

### **Importance of social competence**

Parents are the primary source of social and emotional support for adolescents. During adolescence, peer relations become particularly important for them. A key developmental task of adolescence is the formation of an identity or sense of the kind of person one is and the kind of person one wants to be. Adolescents try on different social roles as they interact with peers, and peers serve as a social stepping stone as adolescents move away from their emotional dependence upon their parents and toward autonomous functioning as an adult. In many ways, then, adolescents peer relations serve as training grounds for future interpersonal relations, providing adolescents with opportunities to learn about reciprocity and intimacy. These skills are associated with effective interpersonal relations in adult life, including relations with co-workers and with romantic partners.

When adolescents experience serious difficulties in peer relations, the development of social competencies may be threatened. Rejection or victimization by peers may become a source of significant stress to them, contributing to feelings of loneliness and low self-esteem. In addition to this, peer rejection can escalate in a negative developmental spiral. That is, when adolescents with poor social skills become rejected, they are often excluded from positive interactions with peers that are critical for learning social skills. Rejected adolescents typically have fewer options in terms of play partners and friends than do accepted. Observations of rejected adolescents have revealed that they spend more time playing alone and interacting in smaller groups than their more popular peers. In addition, the companions of rejected adolescents tend to be younger or more unpopular than the companions of accepted adolescents. Exclusion from a normal peer group can deprive rejected children of opportunities to develop adaptive social behaviors. Hence, the social competence deficits of rejected adolescents may increase over time, along with feelings of social anxiety and inadequacy.

An adolescent's social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence. The term social skills describes the child's knowledge of and ability to use a variety of social behaviors that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive, or negative social behavior is also a reflection of a adolescent's social skills.

### **Impact of Parenting on social competence**

Parents play a significant role in the life of their adolescents. Peers are also important in their life. The term peer can be differentially interpreted; that is, peers may consist of a group of same age mates that may or may not be friends. In other instance, it may refer to people with whom we work who may or may not be the same age fellows. A peer group, therefore, regarded as people with whom we have social contact. If parents help their adolescents in forming relations with peers then they learn different competencies, and this, in turn, reduces their loneliness (Adel, 2004). A study was conducted on a sample of 8th grade adolescents, revealing significant association between feelings of loneliness, perceived social competence, low self esteem, and low peer acceptance. It also led to the conclusion that the adolescent rejected by peers; are lonelier than other adolescents (Stella, Valds, Skaalvit, & Sebstad, 2011).

As adolescents get older, family interaction styles and the ways in which parents discipline may play a primary role in the development of noncompliant or aggressive behaviors in adolescent. In families where parents are extremely demanding and use inconsistent, harsh, and punitive discipline strategies, family interaction patterns are frequently characterized by escalation and conflict, and adolescents often exhibit behavior problems. When adolescents generalize the aggressive and oppositional behavior that they have learned at home to their interactions with peers, other adolescents often reject them. Indeed, research has revealed that aggressive behavior is the common link between harsh, inconsistent discipline and rejection by peers. By contrast, parents of popular adolescents are typically more positive and less demanding with their adolescents than parents of unpopular adolescents. In addition, parents of popular adolescence set a good example by modeling appropriate social interactions and assist their adolescent by arranging opportunities for peer interaction, carefully supervising these experiences, and providing helpful feedback about conflict resolution and making friends.

The link between adolescent attachment to parents and social competence helps in tracing a progression of early peer and parent relationships and link them with relationships in adolescence. Popularity measures in childhood are appropriate ways to measure social competence and social acceptance because the social network throughout most of childhood tends to be a large peer group, with a few close friends. Overall, secure adolescents seem to be better adjusted to the intellectual, social, emotional, and behavioral demands of a school environment than insecure children, who tend to be more rejected and less well-liked by peers (Cohn, 1990; Granot & Mayselless, 2001). More specific to insecure attachment, avoidant and disorganized attachment patterns in adolescent are linked to higher levels of peer rejection, whereas ambivalent adolescent tended to score in the average range on measures of peer rejection, but perceived this rejection rate to be much higher than that reported by their peers (Granot & Mayselless, 2001).

### **Role of mother on social competence of adolescents**

A mother is particularly important not because she has special skills but because she is with her adolescent's for a much greater time than any other person and her instructions reflects a very strong influence on attitudes, abilities and behavior of adolescent's. Most of those adolescents who are successful and well-adjusted come from homes where parental attitudes are favorable and a wholesome relationship existed between adolescent's and parents (priyanka aeri and devina jain 2010). It is a universal truth that children require the love and care of mother the most. It is absolutely a very hard decision for a mother to select between working out of the home and staying home with the adolescent's because somewhere she has to take care of her child's and their social competence. It has been proved through experiments and researches that a major part of children's cognitive, affective and psychomotor growth takes place at an early age below three years. There are many researches which have proved that absence of mother's attention at an adolescent's age is very harmful. The child of working mothers scores comparatively lower than the child of house hold mother.

### **Impact of Employment of mothers on adolescents**

There is almost found a debate on adolescent's development and mother's employment. Different people have different views about the impact of mothers' job on adolescent's development. Some suppose mothers' employment favorable for adolescent's while others oppose it. The supporters are of the opinion that at present time, the trend of mothers' employment is increasing day by day. The mothers of adolescent's are almost found searching and getting jobs. It is very difficult to understand the root cause of this change. The increasing trend of mothers' employment makes the sense that mothers' employment has no negative effect on adolescent's development and social behavior.

The opponents argue the most important period of development that is adolescence; they need family support the most. The absence of parents especially of mothers due to her working condition is a great risk that the adolescents will become detached, emotionally disrupted. It may interrupt their social competence.

## **II. REVIEW OF LITERATURE**

Syiem, I., & Nongrum, L. (2014) has conducted a study on "Social Competence of Secondary School Students in Shillong Town" The result of this study revealed that there was no significant difference found between sex, community and age group but the differences were found between students of deficit private schools, government and private schools and also no significant relationship was found between social competence and academic achievement.

Sanwal (2013) conducted a study on "Social Competence in Adolescents", the study was undertaken to the access the Social Competence of adolescents of age group 13 to 15 years. The result reveals that there is significant change in the social competence level with regard to their gender.

L.C. Katherine (2003) explored how adolescent attachment to parents and adolescent close friendships relate to popularity with peers that is their social competence. A secure attachment organization, characterized by consistent discourse about childhood experiences with parents, was related to higher scores on measures of popularity. Preoccupied attachment, characterized by angry or diffuse discussion of parent-child experiences, was related to lower peer rankings of popularity. Companionship with a best friend was also positively correlated with popularity, and this effect was separate from the effects of adolescent attachment organization. Results were interpreted as indicating that adolescents' relationships with parents and close friends, and the correlates of these relationships, both contribute separately to social functioning, specifically popularity with peers.

Almani Sattar Abdul, Abro Allahdino, Mugheri ali Roshan(2012) conducted a study on Effects of Working Mothers on the Development of Children in Pakistan. It was found that the trend of mothers' employment is increasing day by day and the children of mothers staying at home and working do not have any significant difference. Children's view about mothers' employment is found positive. There is no significant difference between the children of employed and unemployed mothers.

Singh Annu, Kiran U.V (2014) highlighted in his study that children of working mothers are more affected on personality than children of non-working mothers. Children of working and non-working mothers show no significant differences in health, routine work, altruistic behavior, cognitive ability, self development, self awareness, and integrity. They are found to be having good health. They are found to be more responsible for their routine work. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They can handle conflicts around them more intelligently than the children of working mothers. Significant differences were found in Self motivation of the children at 0.05 levels.

S,Sarita (2013), conducted a study on Comparative study on Social Competence in Adolescents. The Social Competence of adolescents IXth and Xth class were investigated with social Competence Scale by Prof. V.P. Sharma, Dr. Kiran Shukla and Dr. Prabha Shukla. The major findings of the study revealed that 93.33% percentages of 120 adolescents fell in low and very low category of social competence level.

In the opinion of Nezhad (2013), on the demands of working mothers and its impact on child development he stated that it is enormous and tasking. Working mothers are forced to reduce their income activities or make adolescent care arrangements, these they argued is unsatisfactory in terms of their adolescent health, affection and psycho-social development. Mothers have a lot to do in the area of proper child care and development. He also mentioned that early enrolment of a child in day-care centers is strongly associated with less harmonious mother-child relationships. The result of this is that children grow up to exhibit various forms of nonchalant behaviors that are highly detrimental to society.

In the viewpoint of Bianchi (2005), the author maintained that working mothers are ambivalent about whether full time work is the best thing for them or part time due to the task of motherhood. This situation results in most women finding themselves in situations that might be less ideal for the development of their children. The concern then is women have to rise up to the situation and to assist their families, but at the behest of their children. The author argues that it is possible to be an effective and caring parent, if we are able to get our duty organized and pay adequate attention to our children.

Asher (2003) stated that lonely adolescents lack appropriate social skills or competencies and this lacking affect their participation in different social activities; thereby, enhancing their vulnerability to be unpopular in society and unable to make new friends or establish good social relationships. The present study, therefore, also explores the relationship between loneliness and social competence.

Masood Sobia (2011) conducted a study to analyse the Social Competence, Parental Promotion of Peer Relations, and Loneliness among Adolescents. Results showed significant positive relationship between social competence and parental promotion of peer relations; whereas both the variables were negatively related with loneliness means that the children of employed mothers reported significantly higher parental promotion of peer relations, and that children of less educated mothers experienced significantly more feelings of loneliness as compared to the children of highly educated mothers.

Wing Lam TSUI (2016) conducted a case study to examine working mother's parenting style and the effect on adolescent's social competence, targeting on the adolescent's interpersonal skills and self-identity. Several research instruments were used to collect data from Mid November 2015 to Beginning of January 2016: Parenting Styles and Dimensions Questionnaire (PSDQ), observations (one out of five observations was carried out with intervention- drawing) and semi structure interview. It is found out that Mother in the case adopted the authoritative parenting, which has a positive influence on adolescent's interpersonal skills and self-identity.

#### **Objectives of the study**

- To study the social competence among adolescents.
- To study the difference in social competence of adolescents of working and non working mother.
- To study the social competence among adolescents of working and non working mother with respect to demographic variables such as gender, type of family and economic status.

#### **Hypothesis of the study**

Ho1 There is no difference in social competence of adolescents of working and non working mother.

Ho2 There is no difference in social competence among adolescents of working and non working mothers with respect to age, gender type of family and socio economic status of the family.

### **III. METHODOLOGY**

The study has conducted in the schools of Jaipur city in Rajasthan. The population for the study were all the students of schools studying in 10<sup>th</sup>-12<sup>th</sup> standard in Jaipur city. From the population of students in schools, 120 students was selected randomly, out of which 60 were selected whose mother would be working and 60 whose mother was non-working. To see the gender difference sample was further divided into 30 boys and 30 girls in each category. To measure social competence the Social Competence Scale developed by V.P.Sharma, Prabha Shukla and Kiran Shukla was used. The collected data was tabulated and analyzed by using appropriate statistics.

### **IV. RESULTS AND DISCUSSION**

The present investigation is an attempt to study the social competence among adolescents of working and non working mother.. The data were analyzed as follows:

#### **Social Competence among Adolescents**

The first objective of the present investigation was "to study the social competence among adolescents."

**Table no. : 4.1 Mean, SD of Social Competence among adolescent**

<b>FACTORS OF SOCIAL COMPETENCE</b>	<b>MEAN</b>	<b>S.D</b>
Social sensitivity	7.01	1.38
Social maturity	40.06	3.22
Social skills	13.75	1.62
Social relations	9.80	1.93
Social commitment	3.24	0.03
Social appreciation ability	3.08	0.92
Socio-emotional integrity	6.09	1.56
Social involvement	3.24	1.14
Social respectability	6.51	1.58
Social leadership	9.38	1.76
Social cooperation and compliance	2.97	0.96
Social acceptability	3.06	1.14
Social tolerance	20.05	2.63
Social competition	16.22	3.16
Social authority	3.75	1.06
Adult social exploitability	3.07	1.12
Social participation	2.88	0.99
Pro social attitude	6.17	1.47

Table no 4.1 indicates the mean and SD value of different factor of social competence among adolescents. It can be seen from table that among all the factors social maturity was found highest among adolescents (mean=40.06). Next to this are social tolerance (mean=20.5), social competition(mean=16.22) and social skills(13.75).

Adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. The social group expects him to be socially matured when he becomes an adolescent by establishing more mature relationship with age mates to achieve socially responsible behavior, develop intellectual skills and concepts necessary for civil competence and achieves a more autonomous state. Thus, the social maturation allows detailed perception of social environment that help adolescent to influence the social circumstances and develop social patterns of social behavior. A young child can be accepted if he is socially immature but not the adolescent. Choudhary poonam(2013)

**Table no. : 4.2 Mean , SD and t table of social competence of adolescents with respect to their type of family**

<b>TYPES OF FAMILY</b>	<b>MEAN</b>	<b>SD</b>	<b>t-value</b>
JOINT	159.6	8.5	0.96 <sup>NS</sup>
NUCLEAR	161.05	8.8	

Table no. : 4.2 shows that there is no significant difference in social competence of adolescents with respect to their type of family ( $t=0.96^*$ ).so, the null hypotheses which states that “there is no significant difference in social competence among adolescents to their type of family” is accepted. The mean value of social competence among adolescents of nuclear family (mean=161.05) is higher than the social competence among adolescents of joint family(mean=159.6).

**Table no. : 4.3 Mean, SD and t table of social competence of adolescents with respect to their socio economic status.**

<b>SOCIO ECONOMIC STATUS</b>	<b>MEAN</b>	<b>SD</b>	<b>t-value</b>
HIGH INCOME GROUP	159.8	8.2	0.5 <sup>NS</sup>
MIDDLE INCOME GROUP	160.6	9.3	

**Table no. : 4.3** shows that there is no significant difference in the social competence among adolescents with respect to their socio economic status( $t=0.5$ ) So, the null hypotheses which states that “there is no significant

difference in social competence of adolescents with respect to their socio economic status” is accepted. The mean value of social competence among adolescent of HIG (mean= 160.6) is higher social competence among adolescent of MIG (mean= 160.6).

**Table no. : 4.4** Mean, SD and t-table of Social Competence of Adolescents of Working and Non Working Mother

SOCIAL COMPETENCE	WORKING MOTHER		NON WORKING MOTHER		t-value
	MEAN	S.D	MEAN	S.D	
	161.9	10.2	158.6	7.02	2.2*

- **Significant at 0.05 level of significance**

The table 4.2 shows the significant difference in social competence of adolescents of working and non working mother (t=2.2\*). So, the null hypothesis which states that “There is a no significant difference in social competence of adolescents of working and non working mother” is rejected. The mean values indicate that the social competence of adolescents of working mother was found higher (mean=161.9) as compared to the social competence of adolescents of non-working mother (mean=158.6).

Adolescent of working and non-working mothers show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and altruistic behavior, Khan ahmed mahmood, Hassan asma (2012).

**Table no. : 4.5** Mean, SD and t table of social competence among adolescents of working and non working mothers with respect to gender

SOCIAL COMPETENCE	GIRLS			BOYS		t-value
	MEAN	S.D	MEAN	S.D		
NON WORKING MOTHERS	157.03	8.2	160.2	5.2	1.8*	
WORKING MOTHERS	162.5	8.9	161.4	11.4	0.42 <sup>NS</sup>	

The table 4.5 shows that there is significant difference were found in social competence in boys and girls of non working mother (t=1.8\*) whereas no significant difference was found in social competence of adolescents of working mother with respect to gender. Boys of non-working mother were found to be more socially competent (mean =160.2) as compared to girls (mean= 157.03). The above findings can be contradicted with the findings in the study of Syiem, I., & Nongrum, L. (2014) as no significant difference in social competence was found between sex, community and age group.

## V. CONCLUSION

The aim of the present study was to examine the social competence among adolescents of working and non working mothers. The result reveals that there is significant difference in social competence of adolescent of working and non-working mother. The adolescent of working mothers are found more socially competent than adolescents of non working mothers. Adolescents of working mothers are more socially matured and due to which their social tolerance also get increased because from the starting age they learn to do everything by their own, start taking responsibilities in young age only. So, as to cooperate with their working mothers. It seems that children of working mothers actually benefit compared to those of nonworking mother (McIntosh Kelly L. & Baue William, 2006). The social competence of adolescent according to their socio economic status when analyzed, then no significant difference was found. The social competence of adolescent according to their types of family when analyzed, then no significant difference was found. Boys were found more socially competitive than girls of nonworking mothers. A significant difference was found in the boys and girls of working mother. Whether no difference was found in the boys and girls of working mother.

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