



## ORIGINAL RESEARCH PAPER

## Psychology

## Emotional regulation and college adjustment among young adults and working status of mothers

**KEY WORDS:** Emotional Regulation, College Adjustment, Young Adults, Working and non-working Mothers.

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### ABSTRACT

The present study is to investigate the emotional regulation and adjustment among young adults of working and non-working mothers. Emotional regulation and college adjustment is the aim of the research. To administer the emotional regulations of the young adults, emotional regulation questionnaire (ERQ) by Gross and John (2003) is used and to administer adjustment of young adults, college adjustment scale by William D. Anton and James R. reed (1991) was used. The study was done to find out the relationship between emotional regulation and college adjustment, and impact of working and non-working mothers on it. The sample consists 60 college students among them 30 are of working mothers and 30 non-working mothers. The result shows that working status of mother does play a role in emotional regulation and college adjustment among adults.

Role of the mother is been consider is the most important one in the growth of a child since birth and for the lifelong. Mother not only gives the birth but provide nurturance which helps a child to in the challenging world. We can say mother is the primary teacher for the child and helps the child to develop various skills like adjustment, emotional intelligence, behavioral skills etc. to develop their personality in a way that they can face the outside world and do their best. But does all this gets affected if mother in not present at home to take care of the child for the whole day. Children's education is the process of promoting and supporting the physical, intellectual, emotional, social, and financial, from childhood to adulthood. On the same emotional regulation by hand and adjusting plays the same role in the development of the child. A young adult with adjustment problems or emotional batch control face many problems in their personal, social and academic. Parents play an important role in the education of children. Usually, mothers caring for their children. Both parents teach values to their children, but the mother plays an important role in the life of every human being, to help a child develop not only, but also to develop. She works as your support system to give them strength and makes them physically and emotionally fit and healthy, but now with the changing times and increasing demands and career goals are also working mothers. The mother's status has changed in the family after the mother has started working and so as her ways of handling children. As mothers are becoming independent they are becoming an example for their kids for high emotional balancing. It is also recommended that mother's work status affects the quality of emotional bear she gives the children as well as the quantity of time she spends with them, factors which play a crucial role in children's emotional growth (Sphancer et al, 2006). The feeling and expression of emotion are some of the most fundamental experiences of man. It is been seen that the emotional regulation among the children of working mother may be more than the children of non-working mothers. Emotion regulation is the process whereby an individual filter emotions control how they feel and therefore communicate these feelings. Emotion regulation is very dependent on the culture in which we live long in the specific social context of the situation. Therefore, emotional regulation is part of the social tradition and emotional intelligence. Gross (1998) defines as "the process by which individuals influence the emotions they have, when they have, and how they live and express these emotions." Therefore, if the conscious or unconscious level, individuals the ability to control their emotions and reactions they deem necessary in a specific social context (Baumeister, 2008). Emotional regulation plays an important role in making adjustments in college for the children of working mothers. Among the various agents of socialization in the family, mother plays a distinct and important role in development of personal characteristics, social behavior, emotional adjustment, motivation and many of the such traits, according to Husen (1963). According to a study done by (Basu & Basu, 1991; Shivakami, 1997 for india; Paolisso et. al 1991 for Kenya) The working status of mother can affect a child's development and can interfere with

their ability to adjust themselves to lead a normal life. So there is a prediction that the children of working mothers may be much better in doing many sort of adjustment including in college adjustment.

### Methodology Sample

The sample of the study consists of 60 young adults, 30 young adults whose mothers are working and 30 whose mothers are home maker. The age range was from 12-24. The data was collected through purposive sampling from Amity University Haryana.

### Objectives

- To study the emotional regulation and college adjustment among the young adults of working and non-working mothers.

### Hypothesis

- There shall be a significant difference in emotional regulation and college adjustment among the young adults of working and non-working mothers.

### Tools

- Emotional Regulation Questionnaire (ERQ) by Gross and John.** The scale carries 108 questions in which responses are to be given like very true (V), mainly true (M), slightly true (S) and not true at all (F). It is a four pointer scale. Alpha reliabilities averaged .79 for Reappraisal and .73 for Suppression. Test-retest reliability across 3 months was .69 for both scales. Results replicated closely across samples and were consistent with the hypothesis that minority status is associated with greater use of suppression to regulate emotion. Initial studies by Gross and John (2003) showed CR to be related to greater positive affect ( $r = 0.42$ ), mood repair ( $r = 0.36$ ), and life satisfaction ( $r = 0.30$ ), as well as to reduced negative affect ( $r = 0.51$ ) and depression ( $r = 0.23$  to  $0.29$ ). In contrast, ES was negatively associated with positive affect ( $r = 0.33$ ), mood repair ( $r = .26$ ), and life satisfaction ( $r = 0.34$ ), while correlating positively with negative affect ( $r = 0.39$ ), depression ( $r = 0.23$  to  $0.27$ ), and inauthenticity ( $r = 0.47$ ).
- College Adjustment Scale by William D. Anton and James R. reed.** The scale carries 10 questions in which the response have to be given in between 1 to 7 where 1 stands for strongly disagree and 4 stands for neutral and 7 stands for strongly agree. It is a seven pointer scale. The internal consistency of the scale is acceptable, Cronbach alpha = .79. Two-month test-retest with 196 introductory college students was good,  $r = .65$ . The concurrent validity of the College Adjustment Scales was assessed using comparison to the College Maladjustment Scale of the Minnesota Multiphasic Inventory-2. Undergraduate students (N=56, 40 women, M age = 21.3 yr., 87.5% white, non-Hispanic) completed both tests.

**Statistical Analysis**

Independent sample T-test was used.

**Results**

The study is to check the college adjustment and emotional regulation among the children and the working status of their mothers. It is been predicted that there is a significant relationship between working status of mother and the development of college adjustment and emotional regulation among college students.

**Table No. 1** Comparison between young adults of working and non-working mothers on college adjustment and emotional regulation:

Groups	N	Mean	Std. Deviation	T	Df	Sig.(2 tailed)	Mean Difference
College working	30	15.37700	10.88398	13.614	58	.000	40.53333
Adjustment Mother Non-working Mothers	30	19.43000	12.14325	13.614	57.318	.000	40.53333
Emotional working Regulation mothers	30	33.3000	7.15421	12.566	58	.000	21.06667
Non-working mother	30	54.3667	5.75646	12.566	55.460	.000	21.06667

**Discussion and conclusion**

The above result shows that there exists a significant difference in the scores of emotional regulation and college adjustment of young adults of working and non-working mothers. Emotional regulation is higher in young adults of non-working mothers as compare to young adults of working mothers. College adjustment is also higher in young adults of non-working mothers as compare to working mothers. Hence, "Hypothesis is proved" as there is a significant difference in emotional regulation and college adjustment among the young adults of working and non-working mothers. According, to the present studies by Rutter, 1989; Rutter, Champion, Quinton, Maughan, & Pickles, 1995; Sameroff, Seifer, Baldwin, & Baldwin, 1993; Sameroff, Seifer, Barocas, Zax, & Greenspan, 1987; Werner & Smith, 1982; see also Brooks-Gunn, Klebanov, & Liaw, 1994; Klebanov, Brooks-Gunn, Mc Carton, & McCormick, 1998; and Liaw & Brooks-Gunn, 1994 shows that the mothers work really effects on the development of the child. The present study of Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Kelly & Voydanoff, 1995 shows that children of working mother are found emotionally unstable. These results shows that working status of mother does effect the emotional regulation and college adjustment among students as mother is working she learns to manage so many things at one time and that too with emotional balancing and children do observe their mother and another factor could be that children learns to manage their own responsibilities and issues in the absence of their mother. They learn how to satisfy their own needs in the absence of their parents.

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