

Impact of maternal behaviors of employed and nonemployed mothers on need patterns and adjustment of Adolescents'

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Abstract

The present study titled “Impact of maternal behaviours of employed and nonemployed mothers on need patterns and adjustment of Adolescents” is a descriptive study conducted by using survey method of research. 500 adolescent of working and non working mother studying in higher secondary schools of Varanasi city has been taken as the sample of the study. Tripathi Personal Preference Schedule (TPPS), Tripathi Adjustment Inventory and Adolescent Perception of Maternal Behaviour Questionnaire have been used to collect data in the present study. Collected data was analysed with the help of spss-14. On the basis of data analysis results were concluded as: On the basis of results obtained, it can be concluded that the employment status of mothers of male and female adolescents directly benefited them in the development of various need patterns and adjustment. It has also been found that the gender of adolescents played significantly important role in establishing the impact of employment of mothers on the development of need pattern and adjustment of adolescents. Perception of maternal behaviours also significantly affects the development of need pattern and adjustment. Adolescents of employed mothers perceived their mothers to be more accepting and less restrictive as compared to adolescents of nonemployed mothers. Finally high acceptance and behaviour control by mothers was associated with better adjustment for all adolescents regardless of their gender and the employment status of their mothers. Psychological control by mothers was related to poor adjustment for all adolescents.

Key Words: Need pattern, Adjustment , Adolescent, Working and non working mothers

Introduction:

The role of maternal employment in the social and intellectual development of children has been well documented in many studies (Etaugh, 1974; Hoffman, 1974, 1979, 1980; Lamb, 1982). Interestingly, most researches have focused their attention on elementary school children, probably because of the widely held belief that adolescents need less contact with their mothers than do younger children who may be at risk for a variety of psychological problems as a result of repeated separations from their mothers (Bowlby, 1973). Consequently, less research exists on the 10-17-years-old age group, since many people undoubtedly 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 alterations of the family system as a result of maternal employment might have a profound effect on adolescent development.

Numerous studies have been conducted on the impact of maternal employment on their children (Clark, Hyde, Essex & Klein, 1997; Gottfried & Gottfried, 1988; Hoffman, 1989; Hoffman & Youngblade, 1999). The outcomes of these researches are mixed (Perry-Jenkins, Repetti & Crouter, 2000), sometimes showing deficits for children in families in which the mother is employed (Baydar & Brooks – Gunn, 1991), sometimes showing no effects of maternal employment (e.g., Harvey, 1999), and sometimes showing benefits to children from maternal employment (e.g., Hoffman & Youngblade, 1999; Vandell & Ramanan, 1992).

A short review of literature reveals that earlier studies showing the effects of maternal employment on their children are characterized by the following features: 1. Most of the studies are conducted on the infants and children of employed mothers. 2. Only few types of needs have been selected. 3. Most studies have been conducted on American and European samples. 4. The effects of maternal employment on adolescent children's development have not been adequately represented in these studies. 5. Moreover, there are conflicting findings related to the impact of maternal employment on adjustment and need patterns of adolescents.

In the light of the above facts the following objectives were set forth for the present study:

Objectives of the Present Study:

The major objectives of the present study are as follows:

To study the relationship of adolescents' need patterns and adjustment with perception of maternal behaviours in both the groups of employed and nonemployed mothers.

Hypotheses: On the basis of the literature reviewed and objectives put for the present study the following hypotheses were proposed to be tested through the findings of the present study:

Hypothesis 1: The relationship between need pattern and maternal behaviour scores will vary with different kinds of needs.

Hypothesis 2: The maternal acceptance and behaviour restriction scores will be positively associated and psychological control will be negatively associated with adjustment scores of adolescents of employed and nonemployed mothers.

Operational Definitions of the Terms Used:

1. Need pattern:

Need is synonymously used with the several words such as- drive, motive, want, urge, wish, desire etc. It is an internal, unobservable, and pushing mechanism which directs and energizes the behaviour of an organism and helps to select the appropriate stimuli in its environment. Need has both psychosociogenic and biogenic origin. It is defined as an internally or externally aroused, brain-located force (coupled with an emotion), subjectively experienced as an impulse or felt necessity (an urge) to act (immediately or later). It produces certain specifiable terminal effects which are ordinarily beneficial to the actor, and or positively hedonic (less painful, more pleasurable) relative to the arousing situation. Need has two motivational properties: (a) the power to mobilize and select cognitive representations of an inviting want, satisfying aim for action; and (b) the power to energize (initiate and sustain) the imaginably directed actionable process by some motor, verbal, or mental skills or tactic to achieve the aim. First of all, there is the distinction between primary and secondary needs. The primary or viscerogenic needs are characterized by organic events and followed by physical satisfactions. Illustrative of these are the needs of air, water, food, sex, lactation, urination, and defecation. The secondary or psychogenic needs are characterized by lack of focal connection with any specific organic processes of physical satisfactions. Illustrative of these are needs for acquisition, construction, achievement, recognition, exhibition, dominance, autonomy and deference.

Second, there is the distinction between overt needs and covert needs that is manifest needs and latent needs. Overt needs typically express themselves in motor behaviour while covert needs usually belong to the

world of fantasy or dreams. Third, there are focal needs and diffuse needs. Some needs are closely linked to environmental objects whereas others are so generalized as to be applicable in almost any environmental setting. Murray points out that unless there is some unusual fixation a need is always subject to change in the objects towards which it is directed and the manner in which these are approached. Fourth, there are proactive needs and reactive needs. The proactive needs are largely determined from within. They are spontaneously kinetic as the result of something in the process rather than something in the environment. Reactive needs on the other hand are activated as a result of, or in response to, some environmental events. Murray uses these concepts also to describe interaction between two or more persons where usually one individual can be identified as the proactor (initiates the interaction, asks the questions, in general provides the stimulus to which the other must respond) and another individual can be identified as the reactor (reacts to the stimuli provided by the proactor). Fifth, there is the distinction between process activity, modal needs, and effect needs. *In the line of Murray's research on need, Tripathi personality preference schedule has been developed. It attempts to assess the following need patterns. This schedule consists of multitrait scales of 15 normal personality variables. The total numbers of items in this schedule are 225. The need patterns which this scale aims to measure are : 1. Achievement (ach), 2. Deference (def), 3. Order (ord), 4. Exhibition (exh), 5. Autonomy (aut), 6. Affiliation (aff), 7. Interception (int), 8. Succorance (suc), 9. Dominance (dom), 10. Abasement (aba), 11. Nurturance (nur), 12. Change (chg), 13. Endurance (end), 14. Heterosexuality (het), 15. Aggression (agg).*

2. Adolescence:

Most researchers have parsed adolescence into three developmental periods, entailing early adolescence (typically age 10-13), middle adolescence (age 14-17), and late adolescence (18 until the early twenties). It is commonly said that adolescence begins in biology and ends in culture, because the transition into adolescence is marked by the dramatic biological changes of puberty, while the transition to adulthood is less clearly marked. Transitions to adulthood have been defined sociologically in terms of marriage and family formations, completion of education and entrance into the labor force. As those transitions are occurring at later ages in contemporary society, Arnett (2000, 2004) has proposed that the period between ages 18 and 25 should be treated as a separate developmental period, which he labels emerging adulthood. Arnett's claim rests on the significant demographic diversity (and instability) of this period, as well as the increases in identity exploration that typically occur at this time. During the total span of adolescence the individual works harder than ever before on two primary developmental tasks : (1) to move in the direction of independence from adults, parents in particular, in terms of self-identity and emotional-independence and (2) to develop the social, intellectual, language, and motor skills essential for individual and group participation in heterosexual activities. Other developmental tasks include (1) accepting changes taking place in one's body and physical appearance and learning good grooming practices, (2) achieving appropriate relationships with age-mates of both sexes, (3) accepting a masculine or feminine role that is appropriate for the age level, and (4) acquiring moral concepts, values, and attitudes that contribute sometimes to life in family, school, church, and peer group activities (Havinghurst, 1972). *In this study student studying in 12th class higher secondary school has been used as adolescence.*

3.Adjustment:

Adjustment is a continuous process in which an individual tries to change both himself and his environment according to the demands of the situation. Thus, it involves both assimilation and accommodation processes. It is characterized by interactions between a person and his environment. Adjustment has various dimensions, such as; personal adjustment, social adjustment, home and family adjustment, school adjustment, occupational adjustment and health adjustment. Bell (1948) has proposed five dimensions of adjustment. They are: home adjustment (satisfaction or dissatisfaction with home life), social adjustment (extent of information, shyness and submissiveness), health adjustment (extent of health), emotional adjustment (extent of depression, nervousness in case of distress), and occupational adjustment (satisfaction or dissatisfaction

with work, college and conditions of work). Man tries to understand and control the physical world according to himself. Sometimes he changes the environment to fulfill his needs and objectives. This process of maintaining balance between his needs and environment is known as adjustment. According to Gates (1950), "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment." Thus, adjustment shows the extent to which an individual's personality functions efficiently in a world of other people. According to Boring (1966), adjustment is a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of needs.

This scale consists of 82 items, which aims to assess adjustment of adolescents and adults. After reading each item the subject has to mark a tick on either 'Yes' or 'No' option whichever represents his feeling or thinking. Higher scores on this scale shows low level of adjustment whereas low scores on this scale shows high level of adjustment. The reliability and validity of the inventory was checked and found to be reliable and valid.

4. Maternal Behaviour:

Maternal Behaviour means Adolescents' Perception of Maternal Behaviour Questionnaire scores constructed and standardized by Arora, Raj Lakshmi and Sinha, (1998). It consists of 40 items to be rated on a 4-point scale ranging from strongly agree to strongly disagree. It consists of three sub-scales; (a) Perceived Maternal Acceptance / Involvement Scale which measures the extent to which the adolescent perceives his or her mother as loving, responsive and involved. This scale consists of 15 items. (b) Perceived Maternal Psychological Control/ Autonomy Granting Scale, which assesses the extent to which the mothers employ non-coercive democratic discipline and encourage the adolescents to express individuality within the family. This scale consists of ten items, (c) Perceived Maternal Behaviour Restriction / Supervision Scale which measures the extent to which mothers place restrictions or limits on children's behaviour. This indicates the maternal monitoring and supervision of the adolescents. This sub-scale consists of 15 items. All the sub-scales were found to be reliable and valid.

Research method:

As per objectives of the study the nature of the present study, survey method was used.

Tool of Research: The following measures were used to collect data on need pattern, adjustment and perception of maternal behaviour scores:

- (i) Tripathi Personal Preference Schedule (TPPS)
- (ii) Tripathi Adjustment Inventory.
- (iii) Adolescent Perception of Maternal Behaviour Questionnaire.

(i) Tripathi Personal Preference Schedule (1973) was used to assess the need pattern of adolescents in the present study. It consists of 225 items each in pair. The TPPS measures 15 need patterns such as achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality and aggression. The subject has to read each pair of item carefully and is supposed to select one of them which is suited most to his feeling or thought. The scale has been constructed in Hindi. The TPPS is a reliable and valid measure of need pattern.

(ii) Tripathi Adjustment Inventory was developed by Prof. Tripathi, (1989). This scale consists of 82 items, which aims to assess adjustment of adolescents and adults. After reading each item the subject has to mark a tick on either 'Yes' or 'No' option whichever represents his feeling or thinking. Higher scores on this scale shows low level of adjustment whereas low scores on this scale shows high level of adjustment. The reliability and validity of the inventory was checked and found to be reliable and valid.

(iii) **Adolescent's Perception of Maternal Behaviour Questionnaire** was developed by Arora, Lakshmi and Sinha (1998). It consists of 40 items to be rated on a 4-point scale ranging from strongly agree to strongly disagree. It consists of three sub-scales; (a) Perceived Maternal Acceptance / Involvement Scale which measures the extent to which the adolescent perceives his or her mother as loving, responsive, and involved. This scale consists of 15 items. (b) Perceived Maternal Psychological Control/ Autonomy Granting Scale, which assesses the extent to which the mothers employ non-coercive democratic discipline and encourage the adolescents to express individuality within the family. This scale consists of ten items, (c) Perceived Maternal Behaviour Restriction / Supervision Scale which measures the extent to which mothers place restrictions or limits on children's behaviour. This indicates the maternal monitoring and supervision of the adolescents. This sub-scale consists of 15 items. All the sub-scales were found to be reliable and valid.

Population, sample and sampling technique:

All the secondary school students studying in class 12 and studying in Varanasi city was the population of the study.

All the secondary school students studying in class 12 and studying in Varanasi city was the population of the study. The present study was conducted on 500 male and female adolescents ranged in age for 16-18 years. Out of 500 adolescents, half of them were sons and half of them were daughters of employed and nonemployed mothers. The sample was selected from different intermediate colleges of Varanasi city, U.P., India. All the employed mothers were full-time school-teachers and the nonemployed mothers were full-time home makers.

Correlation between Perception of Maternal Behaviours and Need Pattern Scores of Adolescents of Employed and Nonemployed Mothers:

Following hypothesis was formulated to examine relationship between maternal behaviour scores and need pattern scores of employed and nonemployed mothers.

Hypothesis 1. The relationship between need pattern and maternal behaviour scores will vary with different kinds of needs.

Coefficients of correlation were calculated to ascertain the relationship between maternal behaviour and need scores. They are presented in Table 1.

Table 1 Coefficients of Correlation between Need Pattern and Maternal Behaviour scores among Male and Female Adolescents of Employed and Nonemployed Mothers

Needs	Gender	Employed Mother			Nonemployed Mother		
		M.Acc.	Beh.Res.	Psy. Cont.	M.Acc.	Beh. Res.	Psy. Cont.
Ach	Male	.34*	.17	-.30*	.19*	.13	-.09
	Female	.16	.13	-.16	.15	-.02	-.16
Def	Male	.15	.18*	-.07	.01	-.07	.15
	Female	.03	.05	.03	.01	-.11	-.01
Ord	Male	-.15	-.09	.09	-.18*	-.21*	.15
	Female	.09	.05	-.04	-.14	-.05	.13
Exh	Male	.06	-.09	.03	.01	-.03	-.13

	Female	.03	-.06	.04	.03	.05	.05
Aut	Male	.16	.05	.01	.24*	.03	-.02
	Female	.19*	.19*	-.20*	.19*	-.01	-.19*
Aff	Male	.05	.09	-.06	.12	.19*	-.02
	Female	-.24*	.21*	-.27*	.06	.03	-.27*
Int	Male	-.09	-.07	1.5	.00	.05	.14
	Female	.03	-.03	.02	-.04	.03	-.01
Suc	Male	.14	.09	-.09	.00	.05	.04
	Female	-.00	-.06	-.06	.04	-.01	-.07
Dom	Male	-.11	.00	.07	.14	.08	.05
	Female	.03	.01	.00	.08	.01	.04
Aba	Male	-.01	.02	.15	.23*	-.02	.05
	Female	.09	.05	-.04	.01	-.16	-.12
Nur	Male	.11	.08	-.08	-.7	-.00	.07
	Female	-.02	-.01	-.01	-.01	-.16	-.12
Chg	Male	.14	.09	-.15	.01	-.07	.15
	Female	-.02	-.01	-.01	-.11	-.04	.11
End	Male	.06	-.09	.02	.09	-.02	-.01
	Female	-.01	.03	-.00	-.08	.01	.04
Het	Male	-.10	.00	.07	.23*	-.02	.05
	Female	.00	-.10	.02	-.02	.08	-.00
Agg	Male	-.16	-.06	.21*	-.13	-.19*	-.18*
	Female	-.31*	-.31*	.27*	-.05	.02	.05

* $p < .05$

An observation of Table 1 shows that there were significant positive correlations between need for achievement and maternal acceptance scores for male adolescents of employed and nonemployed mothers. Need for autonomy scores were significantly positively correlated with maternal acceptance scores for all groups except male adolescents of employed mothers. Need for aggression and affiliation scores were significantly negatively associated with maternal acceptance scores for female adolescents of employed mothers (Table 1). Overall, it may be stated that acceptance by mothers was associated with high need for achievement among males regardless of maternal employment of their mothers. Need for autonomy was related with maternal acceptance for female adolescents regardless of the employment of their mothers. Finally, acceptance by mothers was associated with lesser need for affiliation and aggression. Overall, it may be stated that acceptance by mothers has a positive impact on need for achievement, autonomy, affiliation and aggression.

An inspection of Table 1 indicates that there was positive correlation between maternal behaviour restriction and need for deference scores for male adolescents of employed mothers. Maternal behaviour restriction scores were significantly positively associated with need for autonomy and affiliation scores and negatively associated with need for aggression for female adolescents of employed mothers and male adolescents of nonemployed mothers.

An observation of Table 1 reveals that maternal psychological control scores were significantly positively correlated with aggression scores for all subgroups except female adolescents of nonemployed mothers. This indicates that psychological control by mothers was associated with higher need for aggression. Maternal psychological control scores were significantly negatively correlated with need for affiliation and autonomy scores for female adolescents of employed and nonemployed mothers. This shows that psychological control by mothers was associated with lesser need for affiliation and autonomy among female adolescents, regardless of the employment of their mothers. Finally maternal psychological control scores were significantly negatively correlated with need for achievement scores for male adolescents of employed mothers. (Table 1), which indicates that psychological control by mothers has a negative impact on the need for achievement of male adolescents of employed mothers. Our Hypothesis "The relationship between need pattern and maternal behaviours will vary with different kinds of needs" has been partially supported by the results.

The findings related with need for achievement and maternal acceptance in the present study was consistent with the previous studies. Mothers who were high on maternal acceptance believed in participation of children in family decisions and the independence of the child as an individual. The child is encouraged to voice his opinions. This independence training might be beneficial in leading to high achievement motivation, achievement behaviours and competence (Woods, 1972). However, high maternal acceptance was also associated with less supervision of school aged children (Medrich et al., 1982). Maternal acceptance is beneficial for both boys and girls of employed and nonemployed mothers. Although employed mothers gave more autonomy and independence to their children than nonemployed mothers due to paucity of time and their own experiences, this autonomy granting may not have equal effects on boys and girls since male adolescents require more careful and close attention for their proper development, it has been found that autonomy granting and less restriction on them resulted in poor adjustment and under performance on achievement indices (Goldberg et al., 1996).

Correlation between Perception of Maternal Behaviours and Adjustment Scores of Adolescents of Employed and Nonemployed Mothers:

Following hypothesis was formulated to examine the relationship between maternal behaviour and adjustment scores of adolescents of employed and nonemployed mothers.

Hypothesis 2 : The maternal acceptance and behaviour restriction scores will be positively associated and psychological control will be negatively associated with adjustment scores of adolescents of employed and nonemployed mothers.

To test the above hypothesis, coefficients of correlation were calculated between perceived maternal behaviour and adjustment scores for all subgroups and are presented in Table 2.

Table 2 Coefficients of Correlation of Maternal Behaviours with Scores on Adjustment of Male and Female Adolescents of Employed and Nonemployed Mothers

Gender	Variables	Adjustment Score	
		Employed	Non-employed
Male	Maternal Acceptance	-.73*	-.54*
	Psychological Control	+.77*	+.50*
	Behaviour Restriction	-.59*	-.69*
Female	Maternal Acceptance	-.88*	-.34*
	Psychological Control	+.75*	+.60*

	Behaviour Restriction	- .80*	- .12**
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* $p < .0001$

An inspection of Table 2 shows that there were significant negative correlations between adjustment and maternal acceptance scores for all subgroups. The results reveal that acceptance by mothers was associated with better adjustment for all subgroups regardless of gender of adolescents and employment of mothers. The maternal psychological control scores were significantly positively correlated with adjustment scores for all subgroups. This indicates the psychological control by mothers was associated with poor adjustment. The maternal behaviour restriction scores were significantly negatively correlated with adjustment scores. This shows that behaviour restriction by mothers was related to better adjustment. It is essential to mention here that high score on adjustment scale indicates poor adjustment. Similarly, high score on psychological control indicates high control or low autonomy granted by mothers. Overall, it may be concluded that acceptance by mother had a positive impact on adjustment of adolescents. Similarly behaviour control was associated with better adjustment but psychological control by mothers had a negative impact on adjustment of adolescents. Hence the hypothesis "The perception of maternal acceptance and behaviours restriction scores will be positively associated and perception of psychological control will be negatively associated with adjustment scores of adolescents of employed and nonemployed mothers" has been accepted by the results.

The above findings are consistent with that of Steinberg (1990) who states that "some readers may find it inconsistent or perhaps confusing that the two forms of control (psychological and behavioural) appears to have opposite effects on the adolescents. Adolescents appear to be adversely affected by psychological control."

The question here arises as to what are the mechanisms through which maternal acceptance works effectively in the positive development of adolescents. Maternal acceptance means an attitude on the part of mothers, which is characterized by a keen interest in and love for the child. Accepting mothers provide opportunities for the development of the child's abilities and takes account of the child's interests. They are kind and sensitive towards the needs of the children. But on the other hand, maternal rejection implies that they are not involved in the activities and welfare of their children. They are unconcerned for child's welfare or they show active dominance and hostility in their interactions with children. They may show open hostility. This leads to resentment, feelings of unwillingness, frustrations and aggression, Accepting child is also related to parental responsiveness. In other words, accepting parents are sensitive to children's needs, warmly supportive of their efforts and broadly associated in what they are thinking, feeling and doing. These parental behaviours are associated with better adjustment. Rohner & Rohner (1981) have called parental acceptance as good condition for growth and development of children and adolescents. Shucksmith & associates (1996) focused that low level of parental acceptance was associated with poor psychological adjustment among adolescents.

Our results also confirm that psychological control by mothers has negative impact on adjustment. Psychological control refers to control attempts that intrude into the psychological and emotional development of the adolescents. (eg., thinking process, self expression, emotions and attachment to parents.) Parents, who discipline their children through emotions or psychological control, appeal to the pride and guilt. They express disappointment in their children. They withdraw their love if children don't listen to them. They isolate their children in enforcing their views. The psychological discipline is an example of negative, love-oriented discipline: discipline that involves the manipulation of love relationship between the parents and child as a means of controlling child behaviour. This negative love oriented attitude of parents is different from positive, love oriented discipline (i.e. praise and reasoning) and discipline techniques, such as physical punishment, yelling, forceful commands and verbal threats. But if parents raise their children by encouraging the child's expression of opinion, verbal give and take and autonomous expression of children's individuality then children of these parents develop higher need for autonomy, achievement and affiliation. On the other hand, high control in terms of manipulation of love relationship causes frustration, anxiety and guilt in the children. They become offensive regardless of gender and employment status of mothers.

Finally maternal monitoring as a form of behaviour is increasingly important in adolescent's activities, peer associations and whereabouts while permitting greater autonomy. Numerous studies have indicated that inadequate parental monitoring was associated with externalizing problems such as during use truancy and antisocial behaviour (Steinberg & Silk, 2002), while greater parental monitoring was associated with higher academic achievement and better adjustment (Lamborn et al 1996., Pettit et al., 2001). Fletcher et al (2004) found that parental control contributed significantly to both parental knowledge and reduction in juvenile delinquency.

On the basis of results obtained, it can be concluded that the employment status of mothers of male and female adolescents directly benefited them in the development of various need patterns and adjustment. It has also been found that the gender of adolescents played significantly important role in establishing the impact of employment of mothers on the development of need pattern and adjustment of adolescents.

Perception of maternal behaviours also significantly affects the development of need pattern and adjustment. Adolescents of employed mothers perceived their mothers to be more accepting and less restrictive as compared to adolescents of nonemployed mothers. Finally, high acceptance and behaviour control by mothers was associated with better adjustment for all adolescents regardless of their gender and the employment status of their mothers. Psychological control by mothers was related to poor adjustment for all adolescents.

Results:

The findings of the study are presented in the following sections:

1. Need for achievement scores were significantly positively correlated with maternal acceptance scores for sons of employed and nonemployed mothers. No such correlations were observed for daughters of employed and nonemployed mothers. This indicates that male adolescents who perceived their mothers as accepting scored significantly higher on need for achievement scale.
2. Need for autonomy scores were significantly positively correlated with maternal acceptance scores for all groups except sons of employed mothers.
3. Need for aggression and affiliation scores were significantly negatively related with maternal acceptance scores for daughters of employed mothers. This indicates that acceptance by mothers was associated with lesser need for affiliation and aggression.
4. It was further observed that need for achievement scores were negatively correlated with psychological control for sons of employed mothers. This reveals that high psychological control by mothers was associated with low need for achievement for sons of employed mothers. No significant correlations were obtained between need for achievement and maternal behaviour restriction scores for sons and daughters of employed and nonemployed mothers.
5. Maternal psychological control scores were significantly positively correlated with aggression scores for all subgroups except female adolescents of nonemployed mothers. This indicates that psychological control by mothers was associated with higher need for aggression.
6. Maternal psychological control scores were significantly negatively correlated need for affiliation and autonomy scores for female adolescents of employed and nonemployed mothers. This shows that psychological control by mothers was associated with lesser need for affiliation and autonomy among daughters of employed and nonemployed mothers.
7. Need for order scores were significantly negatively correlated with maternal acceptance and behaviour restriction scores for sons of nonemployed mothers.
8. Need for deference scores were significantly positively correlated with maternal behaviour restrictions scores for sons of employed mothers.
9. The adjustment scores were significantly negatively correlated with maternal acceptance and behaviour restriction for sons and daughters of employed and nonemployed mothers. Adolescents who perceived their mothers as more accepting and more restrictive showed better adjustment.

10. The adjustment scores were significantly positively correlated with maternal psychological control for sons and daughters of employed and nonemployed mothers. It reveals that high psychological control by mothers was related with low levels of adjustment.

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