



A study of stress among the children's of working and non-working mothers in reference to their academic career

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Abstract

The present problem was undertaken for the study of a study of stress among the children's of working and non-working mothers in reference to their academic career. The study was carried out on a sample of 200 students of IXth class from four different schools of Ghaziabad, Out of 200 children the 100 children of working mothers and 100 children of non-working mothers of belonging to Ghaziabad district. The tools used for the collection of data were Questioning Method, Interview, Self-Evaluation Techniques, Questionnaire. To analyze the data, various descriptive measures (mean, standard deviation and T- test) calculated. The result showed that boys and girls of working mothers differ significantly with regard to conflict and also showed that boys and girls of non-working mothers do not differ significantly in any component of academic stress. The result also showed that there is significant difference in children of working and non-working mothers regarding conflict and total academic stress. Children of working mothers are found to have more academic stress.

Keywords: Academic Stress, Attitude, Working and Non-Working Mothers

Introduction

The 20th century is called the age of stress. Satisfying way of life seems to have become increasingly difficult in modern times. There are many obstacles both personal and environmental that may interfere in fulfilling the needs of an individual; such obstacles place demands or stress on the individual. Stress is a common feature in modern life. Up to a certain extent, stress proves to be accelerating the magnitude and quality of efforts in achieving the desired goal. Adolescence is the age of stress and storm. Rapid body changes and heightened emotionality characterize this stage of human development. And when the adolescents face additional stress in their family, school and social environments, there can be huge combined effect of all this psychological distress.

The academic stress is of great concern among school going students. It may involve Examination's tensions, feeling of insecurity, low achievement, and negative consequences of failures, excessive competition etc. Academic stress gives birth to many problems including health problems and adjustment problems. Therefore, it has become the need of the present time, to probe into the causes behind academic stress in students, in order to solve this problem.

Academic stress prevailing in students leads to low academic achievement. Moreover academic stress gives birth to many health problems also. It is very much needed to study about the causes of academic stress. Home and school both influence the child's development and personality. No-doubt, a child spends his maximum time with his mother at home. She understands the needs of her child in the best way. Because if mother will not give adequate time and attention to their children, they can become maladjusted insecure and will not be able to adjust with their environment and their studies,

which will affect their studies negatively, leading to academic. Many women work because of the economic instability which renders that woman should be able to stand on their own feet and earn their living.

One of the main enduring consequences of the recent social evolution for women has been their emancipation from their tradition bound ethos both legally and politically by the virtue of various acts and statutes (Kapur, 1972,p.22) .Now the women have expanded the role of house wife into a dominant feminine role. The changed social milieu along with the new wave of modernization has altered the roles and relationships sometimes drastically as to women's old roles of mother and wife, new role has been added i.e. the modern role of wage earner.

The wage earning life has thus dual responsibilities, which not only overload her but also may be so incompatible that they cannot be performed properly. Having less time and more incongruent demands of dual roles, the working women is experiencing more and more role conflict in the modern situations. Often children get neglected in academics because mothers are not able to spend time with their children or get the help of professionals to teach their children. Some studies reveal however, that employment of a mother has no harmful effects on the personality of a child if alternative childcare arrangements in the family are good. The attitude of other members of the family towards the mother's employment and the mother's own satisfaction with her work influence her disposition and behaviour as a parent to encourage her child and to motivate the child for studies during her non-working hours. Thus in turn effects the child's development and needs for growth and will make them feel more secured and loving. Mothers are ideal teachers and informal education given by home is most effective and natural.

Operational Definitions

Stress

Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.”

Dr. Hans Selye, one of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life.”

Stress can be positive or negative:

1. Stress is good when the situation offers an opportunity to a person to gain something. It acts as a motivator for peak performance.
2. Stress is negative when a person faces social, physical, organizational and emotional problems.

Academic Career

Academic career is a concept used in Campus Solutions to designate all course work undertaken by a student at an academic institution;. For example, a university that has an undergraduate school, a graduate school, and several professional schools can define an undergraduate career, graduate career, and a separate career for each professional school (for example, law, medical or dental). You might also make extended education or continuing education its own academic career, or make separate academic careers for every school or college at the undergraduate level.

Academic careers have these common characteristics:

- All credit is granted under a common unit type, such as semester hours or quarter hours.
- A single repeat scheme is used.

Statement of the problem

A study of stress among the children’s of working and non-working mothers in reference to their academic career.

Objectives of the study

1. To study the stress among the children of working mothers in reference to their academic stress.
2. To study the stress among the children of non-working mothers in reference to their academic stress.
3. To study and compare the stress among the children of working and non-working mothers in relation to their academic stress.

Hypotheses

1. There exist no significant difference in academic stress among boys and girls of working mothers.
2. There exist no significant difference in academic stress among boys and girls of non-working mothers.
3. There exist no significant difference in academic stress among children of working and non-working mothers.

Population and Sample

For conducting this study, Random Sampling was used. The sample were consisted of 200 students of IXth class from four different schools of Ghaziabad. Out of 200 children the

investigator took 100 children of working mothers and 100 children of non-working mothers.

Tool used in the study

For collecting new unknown data requires for the study of any problem various devices may be used. There are many ways of knowing about the person as:- Questioning Method Interview ,Questionnaire.

Statistical techniques used

In the present study, following statistical techniques were used:

- Descriptive statistics (mean, SD)
- Inferential statistics (t-test)

Hypotheses testing of the study

Hypothesis 1 states “There exist no significant difference in academic stress among boys and girls of working mothers” In order to test this hypothesis, Table.1 has been prepared.

Table 1: Mean differentials between boys and girls of working mothers with regard to different components of academic stress.

Components of Academic Stress	M1	M2	SD1	SD2	t-value
Frustration	99.69	94.59	20.29	18.35	1.308
Conflict	57.46	67.41	18.70	19.14	2.623*
Pressure	89.52	95.39	18.52	21.55	1.466
Anxiety	55.20	56.04	21.94	21.08	.194
Total Academic Stress	301.87	313.43	37.19	29.93	1.693

Significant at 0.05 level.

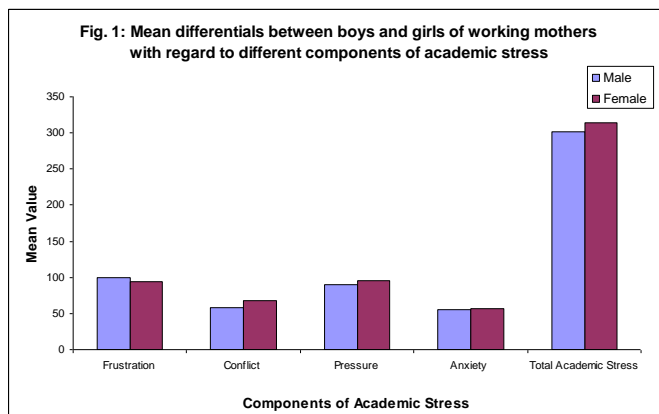


Table 1 shows mean scores of boys and girls of working mothers with regard to different areas of academic stress i.e. frustration, conflict, pressure and anxiety as well as total academic stress. Results show that boys and girls of working mothers differ significantly with regard to conflict.

Therefore, Hypothesis namely, “There exist no significant difference in academic stress among boys and girls of working mothers, is accepted to a great extent.”

Hypothesis –II states “There exist no significant difference in academic stress among boys and girls of non-working mothers.”

In order to test this hypothesis, Table 2 has been prepared.

Table 2: Mean differentials between boys and girls of non-working mothers with regard to different components of academic stress.

Components of Academic Stress	M1	M2	SD1	SD2	t-value
Frustration	94.56	92.54	20.25	16.70	.544
Conflict	63.16	60.16	17.70	19.75	.800
Pressure	89.32	91.06	16.83	13.17	.576
Anxiety	50.76	49.36	19.76	17.11	.379
Total Academic Stress	297.80	293.12	41.40	33.86	.619

t-value found significant.

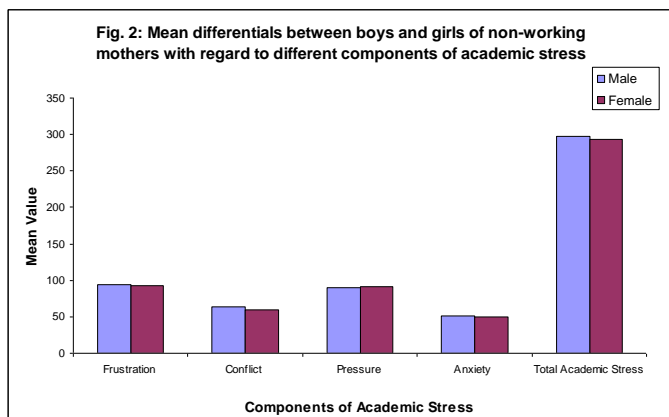


Table 2 shows the mean scores of boys of non-working mothers with regard to different components of academic stress i.e. frustration, conflict, pressure, anxiety, as well as for

total academic.

Results show that t-values with regard to all the components of academic stress were not statistically significant. This shows that boys and girls of non-working mothers do not differ significantly in any component of academic stress.

Therefore Hypothesis that –“There exist no significant difference in academic stress among boys and girls of non-working mothers”, is accepted.

Hypothesis III states “There exist no significant difference in academic stress among children of working and non-working mothers.”

In order to test this hypothesis, Table 3 has been prepared.

Table 3: Total Mean differentials between children of working and non-working mothers with regard to different components of academic stress.

Components of Academic Stress	M1	M2	SD1	SD2	t-value
Frustration	97.34	93.55	19.50	18.50	1.41
Conflict	62.04	61.66	19.46	18.72	.141
Pressure	92.22	90.19	20.09	15.06	.809
Anxiety	55.59	50.06	21.44	18.40	1.96*
Total Academic Stress	307.19	295.46	34.37	37.70	2.29*

Significant at 0.05 level.

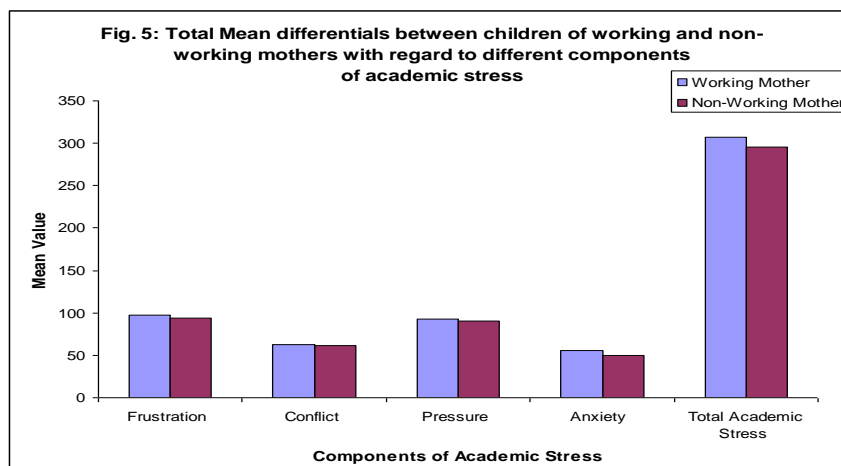


Table 3 shows that mean scores of children of working mothers with regard to different areas of academic stress. Results indicated that there is significant difference in children of working and non-working mothers regarding conflict and total academic stress. Children of working mothers are found to have more academic stress.

Therefore Hypothesis namely, “There is no significant difference in academic stress among children of working and non-working mothers is partially accepted”, as there is found significant difference in scores regarding conflict and total academic stress.

Educational Implications

Since Independence, more and more women in our country

are entering into different professions due to one or the other reasons. There is no harm in it, rather it provides economic security to the family, but on the other hand psychologists are raising their voice against it. They believe that absence of mother from home tends to affect negatively the personality make up of a child.

The present study will be helpful for mothers to find solutions to every problem that can cause stress in children so as to avoid the stressful situations.

It will help the teachers in understanding the child psychology so that they will not overburden the students with work, further minimizing the academic stress.

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