



## A study of academic stress among the adolescences of working and non-working mothers

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### Abstract

With increasing intricacy of our life style, the level of stress has been increasing at an exceptional rate. As early as in 14<sup>th</sup> century, the term stress was used to indicate hardship, strain, adversity and affliction (Lubusden 1981). In 17<sup>th</sup> century, Hook used the word stress in the context of physical science (Hinkle 1973). But its scientific meaning was, in fact, given in early 20<sup>th</sup> century, Stress is the process that occurs in response to the situations or events (called stressors) that interrupt or threaten to interrupt our Physical or Psychological functioning (Lazarus Folk man 1984 & Baron 2002). In fact, stress is a many facet process that occurs in reaction to events or situations in the environment called stressors (Brown, B.B. 1994). Stress is the state of individual when one perceives that his well-being (or integrity) is in danger of extinction and he must bring to the fore all of his energies to his fortification.

In the present era the stress is repeatedly a major problem in people of all ages but this affect in a broad way to the youngsters called adolescents. The word 'adolescence' originated from the Latin word- 'Adolescere' which means - 'to grow to maturity'. Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to permissible adulthood (age of mainstream). Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later and it is the overpass between childhood and adulthood. It is the time of swift development of growing to sexual mellowness, discovering one's real self defining personal value and finding one's vocational and social course. Age of adolescence is age of identity configuration where occupational, educational and personal contexts build up. For the duration of this period social expectation of the individual is radically underneath adaptation.

**Keywords:** adolescence stage, working mothers, non working mothers, academic stress

### Introduction

World Health Organization (1997) identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to19. The National Council of Educational Research and Training (1999) defined adolescence as a period of physical, psychological and social maturity from childhood to adulthood. The students of VIII, IX, and X standards belong to adolescence stage of human extent of life. It is the period extending from teenage years to the realization of complete reproductive maturity. Physical changes occur during adolescence due to surge in growth and development. In the present era the experience of stress is not cramped to adults alone but also affects children and adolescents (Katyal & Vasudeva, 1998).

**Need of the study:** Although there has been extensive study about stress and anxiety, much of research has focused on fully developed conditions. This study is anticipated to review stressful events in the life of adolescents regarding to their parent's job status especially to their mothers. So it is needed to find out if there is any change in the stress level of the students due to their mother's presence or absence as they are working mothers or non-working mothers. As our civilization is vibrant and progressive there has been a substantial change in the socio-economic status, school environment and home

environment of students. So this study also intends to give evidence the previous researches that academic stress is gender specific i.e. females are more stressful and anxious as compared to males.

There is fast boost in the popularity rate of stressful and anxious behavior among students in India and all over the world, so there is a need to study in this field from time to time. Stress among college students and adolescents can be disadvantageous and have involuntary side effects such as desperate ideation, material exploitation, poor academic performance, and other physical and mental consequences. (Kadison, 2005; Hirsch & Ellis, 1995; Naquin & Gilbert, 1996; Broman, 2005)

The study is needed not only to study the performance but also helps to know what intercession strategies should be used for the adjustment of stressful and anxious behavior in adolescents to prevent them from any misfortune.

**Statement of study:** "A Study of Academic Stress among the Adolescences of Working and Non-Working Mothers."

**Functional definitions:** Functional Definitions of the term used in the study are as follows:

**Adolescence Stage:** The children of age group 12 to 19 years called adolescents. An adolescent is that one who suffers physiological, psychological and sociological change. This is

the most critical and important period of an individual's development as it is a bio sociological transition between childhood and adulthood.

**Working mothers:** Mothers who have their occupation as other than house maker. They may be a teacher, may be a government employee or a private employee, or may have their own business etc.

**Non working mothers:** Mothers who have their occupation as a house maker. They spend their whole time at home and for home. **Academic stress:** Stress related to an adolescent's academic performance called academic stress. This stress may be related to his class performance, to his work load, to his exams and assignments etc.

**Objective of the study:** To study and compare the academic stress among the adolescents of working and non working mothers.

**Hypothesis of the study:** For the purpose of present study following hypothesis has been formulated:-

**H1.** There is no significant difference in mean scores of academic stress among adolescents of working and non-working mothers.

**Delimitation of the study:** Although the topic is so wide and vast but due to limited time available for the completion of the study is delimited to the following extent:-

1. The students of class 9<sup>th</sup> selected for the Study.
2. The study limited to 200 adolescents.
3. The study limited to Ghaziabad district of Uttar Pradesh.
4. Samples taken from the schools of Modinagar area only.
5. The study identified only academic stress among the 9<sup>th</sup> class students.

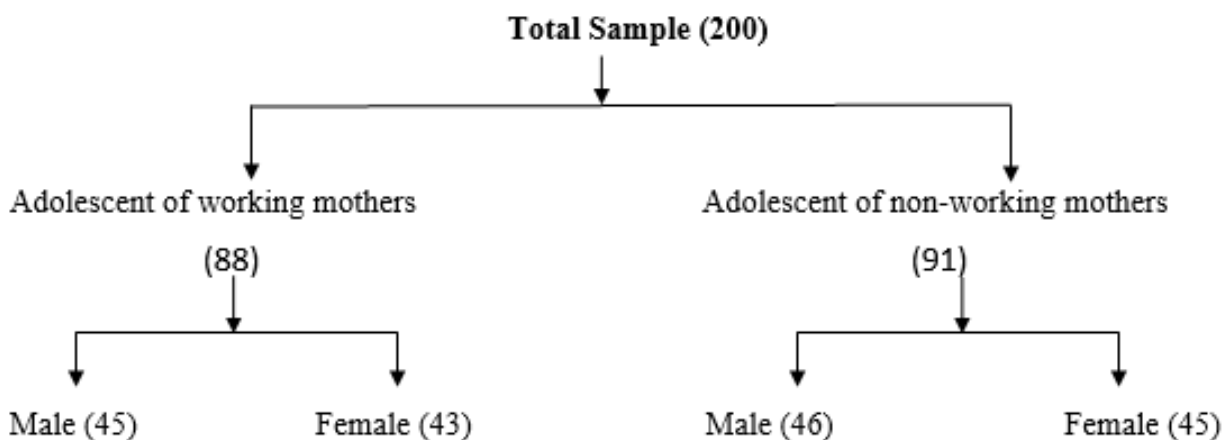
**Research design:** One vital footstep of any research is to prepare a research design which is nearly a map of the study. Any research efforts need deliberation on organized work,

logically constructed design, needs based tool, and meaningful applications of statistical technique in the analysis of data. This determines the success of the research. Research design provides sequence of investigation and helps to reach out to the depth of the problem. Research design provides an overview of the total layout including consideration of how the work is to be executed. A research design includes the following components: The Methodology, Population and Sample Selection, Tool of the Study, Data Collection and Administration and Scheme Analysis. It deals with the procedure and methodology which will be used in the present investigation and studies the design of study, method of sampling, tools used for collection of data, reliability, validity, administration of tool and statistical technique employed for data analysis.

**Methodology:** The survey method was designed to calculate the extent of academic stress among adolescents of working and non working mothers. In order to comprehend the objective a comparative study was proposed to investigate the academic stress level among the adolescents.

**Population:** Population means, the entire bunch of observation, which is the parent group from which a sample is to be formed for the research work. For the purpose of present study due to the deficient time and wider area of research problem, population was all the 9<sup>th</sup> class adolescents of working and non-working mothers.

**Sample:** A sample is a small proportion of the population that is preferred for observation and analysis. For the present study a total of 200 adolescents were selected randomly from P.V.A.S. Inter College (52 students), Modern Academy S.S. School (43 students), R.M.M. Girls Inter College (68 students) and Maharana Pratap H.S. Public School (16 students), Sikari Kalan, Modinagar, Ghaziabad schools. It consisted of class 9<sup>th</sup> students of age 13 to 15 years.



**Tool of the study:** For the idea of present study, one tool will be used. Stress Inventory for School Students (SISS) to measure academic stress made by the researcher itself. This inventory is one and only inventory for the measurement of stress in pre-secondary students. So this inventory is constructed and standardized. All the items of this inventory

show the level of stress. A percentile norm was provided for describing the degree of the stress on the basis of the obtained total scores. For this, the inventory was administered on a sample of 200 students between the age ranges of 6 to 14 years. Table-1 presents percentile norms for the school student samples.

**Table 1:** Percentile norms for student samples (N=200)

| Percentile Rank | Score Point | Integral Score |
|-----------------|-------------|----------------|
| P <sub>95</sub> | 148.3       | 149            |
| P <sub>90</sub> | 142.8       | 143            |
| P <sub>80</sub> | 136.0       | 136            |
| P <sub>70</sub> | 131.1       | 132            |
| P <sub>60</sub> | 126.9       | 127            |
| P <sub>50</sub> | 123.1       | 124            |
| P <sub>40</sub> | 119.2       | 120            |
| P <sub>30</sub> | 115.1       | 116            |
| P <sub>20</sub> | 110.1       | 111            |
| P <sub>10</sub> | 103.3       | 104            |

The obtained score on inventory can also be qualitatively interpreted, for knowing about the degree or magnitude of stress. Table 2 presents qualitative description of the score obtained on inventory.

**Table 2:** Qualitative Description of the scores on Inventory

| Range of scores | Qualitative Description  |
|-----------------|--------------------------|
| 121-160         | High Level of Stress     |
| 80-120          | Moderate Level of Stress |
| 0-79            | Low Level of Stress      |

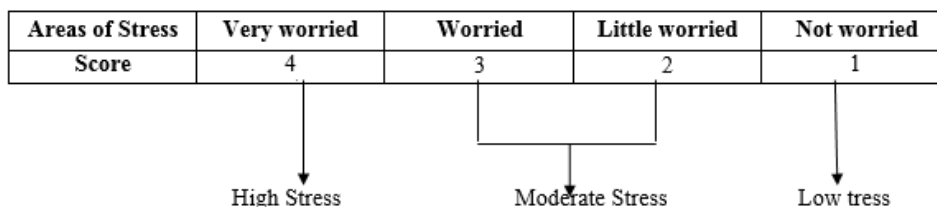
**Data collection:** It is a self-administered inventory. The researcher administered the questionnaire to 200 subjects individually. At last researcher got 179 questionnaires back. For the purpose of present study Stress Inventory for School Students (SISS) developed by the researcher itself, was used to study the level of academic stress. The questionnaire was distributed to 200 adolescents of class IX of Modinagar for 2012-13 session. The SISS included 40 items on which students had to answer on a four point scale and took 30-40 minutes to complete the questionnaire.

**Table 3**

|               |     |
|---------------|-----|
| Maximum Scale | 160 |
| Minimum Scale | 40  |

After responding to a 4 point scale, option very worried is given 4 points, option worried is given 3 points and little worried and not worried are awarded 2 and 1 respectively. A

student can obtain maximum 160 and minimum 40 score in this inventory.



Basic information concerning student’s age and sex and their mother’s occupational status were asked. Data was completed for the difference in academic stress scores among the adolescents of working and non-working mothers and result was presented.

**Data analysis:** This study aims at identifying the academic stress faced by adolescent children of working and non-working women in regulate to establish whether there is a relationship between academic stress of children and the position/occupation of their mother.

**Statistical technique:** In this study the research data has been analyzed by using MS Excel. In this study, the Mean and S.D. were calculated from the raw scores. After it, t-values were calculated and tested at the 0.05 and 0.01 level of significance.

**H1:** There is no significant difference in mean scores of academic stress among adolescents of working and non-working mothers.

**Table 4**

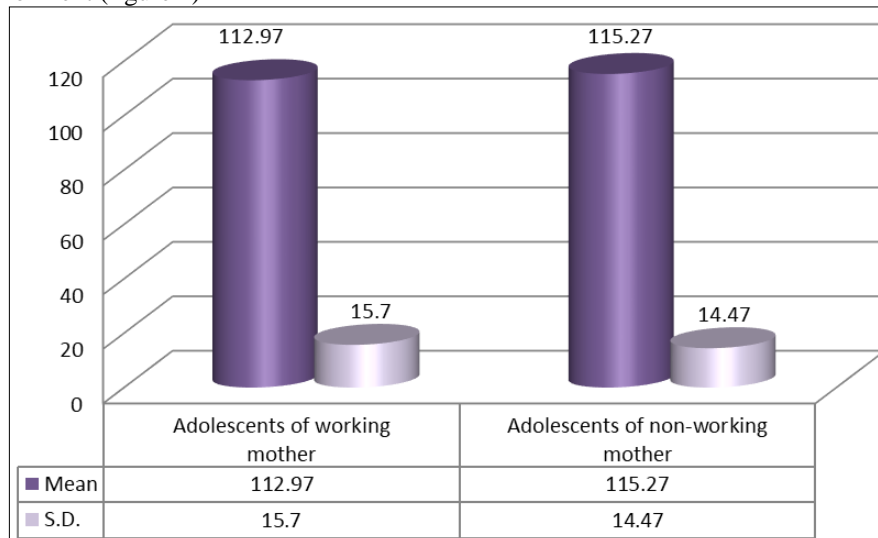
| Mother’s status | No. | Mean   | SD    | D.F. | t-value |
|-----------------|-----|--------|-------|------|---------|
| Working         | 88  | 112.97 | 15.70 | 177  | 1.01*   |
| Non-working     | 91  | 115.27 | 14.47 |      |         |

\*\*Not significant at both 0.05 and 0.01 levels of significance

**Data interpretation:** From above table it is clear that Mean score (M=115.27) for adolescents of non-working mothers is more than Mean score (M=112.97) for adolescents of working mothers and obtained t-ratio (t=1.01) for their academic stress is less than 0.05 and 0.01 level of significance. As a result it is not significant at both levels of significance. It means that there exists no significant difference in academic stress among adolescents of working and non-working mothers. Therefore

the null hypothesis which states that “There is no significant difference in academic stress among adolescents of working and non-working mothers” has been accepted. It may be interpreted as the adolescents of working and non-working mothers are not conflicting in academic stress. It means both have equivalent academic stress. The bar-diagram of the comparison of mean and S.D. scores presents clear picture of academic stress among the adolescents of working and non-

working mothers shown on next (figure 1)



**Fig 1:** Comparisons between Academic stress among adolescents of working and non-working mothers

**Finding:** The hypothesis was- “There is no significant difference in academic stress among adolescents of working and non-working mothers” has been accepted. The Mean score (M=112.97) for adolescents of working mothers and obtained t-ratio ( $t=1.01$ ) for their academic stress is less than 0.05 and 0.01 level of significance. Therefore it is not significant at both levels of significance. It means that the adolescents of working and non-working mothers are not differing in academic stress. It means both have equal academic stress.

### Conclusion

On the basis of analysis of above study, it may be concluded as the adolescents of working and non-working mothers experience equal academic stress as a whole.

**Educational implications of the study:** Research scholars of Education and Psychology can be benefited by the finding of the present study. It will serve as a basic data for the further studies. With the help of the finding of the study the causes of stress among the adolescence can be identified. After this study peoples in the surroundings of students, teachers in schools and parents at home can help to the adolescents to save them from unnecessary stresses.

**Suggestions for the further studies:** When we conduct research in any area, all the aspects related to particular study cannot be studied at a time due to limited resource and time at the end of the investigator. So a similar study can be conducted on large scale. Also a similar study may be taken up with the purpose of avoided the limitation of the present study.

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