STUDY OF ACADEMIC STRESS AND EMOTIONAL STABILITY OF CHILDREN OF WORKING AND NON WORKING MOTHERS IN RELATION TO THEIR SELF-CONCEPT

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Abstract- The study examined the academic stress and emotional stability of children of working and non- working mothers in relation to their self concept. In order to conduct the present study 500 students from 14 schools have been selected from Jalandhar district. All the students have been taken from 9th class of concerned schools. Three scales have been administered on these students i.e. Academic stress scale (Bhist, 1992) for measuring academic stress. Emotional stability questionnaire designed and developed by (Psycom Services, 1995) Self concept scale by Dr. (Mrs.) Pratibha Deo (Pune) in order to identify the levels of stress, emotional stability and self concept of children of working and non working mothers respectively. It has been found that there was no interaction between the working status of mothers and self concept of children on the scores of academic stress. There was interaction between the working status of mothers and self concept of children on the scores of emotional stability. Therefore, It has been suggested that Parents, teachers and other faculty members should make appropriate efforts like good teaching strategies, sympathetic attitude towards school students so that they can easily cope up with academic stress.

Key terms- academic stress, emotional stability, self concept

I. INTRODUCTION

The present era of technologies and competitions increased competition among children. Obstacles and barriers come in the way of fulfilment of needs causing stress and tensions in the minds of children. So there is great need of emotional stability to overcome stress. Some time stress due to their academic burdens also that kind of stress is known as academic stress. Children can overcome academic stress with the help of emotional stability and proper care, love and affectionate attitude of parents. But some time children lack care of mothers due to their involvement in job etc. But working status of mothers play a great role in the professional and career development of children.

The role of self is more prominent in individual life. Its role and influence extends up to many sphere of life like perceiving, thinking, learning and even in their emotional stability. In this period academic stress, emotional stability and self concept go hand in hand. It may very due to working status of mother. So the investigator felt the need to study academic stress, emotional stability among children of working and non working mothers in relation to their self concept.

Johnsons et al (2005) found that the high stability of personality in later adulthood has a strong genetic foundation, supplemented by stability of environment effect.

Veena and Gaonkar (2003) found that social climate influence adolescents adjustment.

Sood (2006) studied that academic stress negatively corrected with academic stress self concept i.e. low academic stress was related to high academic self concept.

Altman, Grassman and Parsons (1977) , Frieze and Ruble (1978) found that daughters of employed mothers have found to be more career oriented and had higher career aspirations.

Bector (1995) defined that stress is anything that imposes an extra demand on child's ability to cope that is new and different.

II. OBJECTIVES

The study had been designed to attain the following objectives :

1. To study the academic stress of children of working and non - working mothers in relation to their self concept.
2. To study the emotional stability of children of working and non - working mothers in relation to their self concept.

III. HYPOTHESES

The study had been designed to test the following hypotheses :

1. There is no difference in the academic stress of children of working and non working mothers in relation to their self concept.
2. There is no difference in emotional stability of children of working and non working mothers in relation to their self concept.

IV. SAMPLE

In order to conduct the present study 500 students have been selected randomly. The students have been selected from senior secondary schools of Jalandhar district. The schools have been selected from

Jalandhar district. All the students have been taken from 9th class of concerned schools.

V. TOOLS

The following tools have been used to collect data :-

1. Academic stress scale (Bhist, 1992) for measuring academic stress.
2. Emotional stability questionnaire designed and developed by (Psycom Services, 1995)
3. Self concept scale by Dr. (Mrs.) Pratibha Deo (Pune).

VI. DESIGN OF THE STUDY

The design of the present study has been employed as follows :-

2×2 factorial design was employed in which academic stress and emotional stability had been studied as dependent variable in relation to independent variable of self concept and working status of mothers.

VII. STATISTICAL TECHNIQUES

The following statistical techniques had been employed :

1. Descriptive statistical techniques such as mean median and standard deviation have been used.
2. 2 × 2 analysis of variance have been used.

RESULTS AND DISCUSSION

Analysis of variance on the scores of Academic stress

TABLE 1
Means of sub groups of anova for 2×2 factorial design on the scores of academic stress

	WORKING MOTHERS	NON WORKING MOTHERS	TOTAL
High Self Concept	M_1=110.47 N_1 = 70	M_2= 100.18 N_2 = 70	$M_{H.S.C.}$= 105.32 $N_{H.S.C.}$=140
Low Self Concept	M_3 = 103.9 N_3 = 70	M_4 = 100.32 N_4 = 70	$M_{L.S.C.}$= 102.11 $N_{L.S.C.}$ =140
Total	$M_{W.M.}$= 107.18 $N_{W.M.}$= 140	$M_{N.W.M.}$=100.25 $N_{N.W.M.}$=140	

In order to analyze the variance, the obtained scores were subjected to ANOVA.

TABLE2
Summary of anova for 2×2 factorial design of the scores of academic stress

Source of Variance	df	SS	MSS	F–ratio
S.S.A (Working status of mothers)	1	336.35	3360.35	8.34**
S.S.B (Self concept)	1	723.202	723.202	1.79
A×B (Interaction)	1	788.88	788.88	1.95
WSS	276	111126.83	402.6	1

*Significant at 0.05 level of confidence.

** Significant at 0.01 level of confidence.

It may be observed from the TABLE 2 that F-ratio interaction between working status of mothers and self-concept on the scores of academic stress was found not to be significant even at the 0.05 level of confidence.

Analysis of variance on the scores of emotional stability

The means of sub group for 2×2 factorial ANOVA on the scores of emotional stability of student has been calculated and are presented in table 4.2 (a) below :

TABLE 3
2×2 analysis of variance on scores of emotional stability

	WORKING MOTHERS	NON WORKING MOTHERS	Total
High Self Concept	M_1= 86.05 N_1 = 70	M_2= 87.38 N_2 = 70	H.S.C.= 86.71 N= 140
Low Self Concept	M_3 = 80.12 N_3 =70	M_4=91.92 N_4= 70	L.S.C =86.02 N=140
Total	WM = 83.08 N= 140	N.W.M= 89.65 N= 140	

In order to analyze the variance, the obtained scores were subjected to ANOVA. The results have been presented in TABLE4 below:

TABLE 4
Summary of anova for 2× 2 factorial design of the scores of emotional stability

Source of Variance	Df	S.S.	MSS	F–ratio
SSA (Working status of mothers)	1	3016.287	3016.287	10.30**
SSB (Self Concept)	1	33.604	33.604	0.114
A× B (Interaction)	1	1918.86	1918.86	6.55*
WSS	276	80816.87	292.8	

** Significant at the 0.01 level of confidence

*Significant at the 0.05 level of confidence

It may be observed from the TABLE 4 that F-ratio interaction between working status of mothers and self concept on the scores of emotional stability was found to be significant at 0.05 level of confidence..

VIII. FINDINGS OF THE STUDY

Findings of the study were as follows :

1. There was no difference in the academic stress of children of working and non working mothers in relation to their high and low self concept.
2. There was interaction between the working status of mothers and self concept of children on the scores of emotional stability.

IX. SUGGESTIONS FOR FURTHER STUDY

1. The Present study was conducted on secondary schools. It could be conducted on primary schools and at college level.
2. Academic stress could be studied with other variables like Academic achievement and Achievement motivation of adolescents.

X. EDUCATIONAL IMPLICATIONS

1. It is recommended that congenial and healthy atmosphere should be created in the schools to decrease the stress among the children.
2. Schools should organize orientation programme for the working mothers to help them to reduce the stress of their children in academic field.
3. Teachers should try to adopt such method that they are able to nullify the poor effect of Academic stress and working status of mothers.
4. Case study should be taken on these students. Who have scored low on E.S.Q. to figure out the reason and cause that why student feel insecure and unstable and remedial measure should be adopted.
5. Therefore, Parents teachers and other faculty member should make appropriate efforts like good teaching strategies, sympathetic attitude towards school students, etc so that the emotional stability as well as the emotions of the students.

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