



A STUDY OF ACADEMIC STRESS AMONG ADOLESCENT CHILDREN OF WORKING AND NON- WORKING MOTHERS

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Abstract: *The present education system in India is book- oriented and quantitative achievement based. The parents, teachers, and society have very high expectations from the students in the field of academic achievement. Students also face neck to neck competence in education, admissions and in jobs. There is a cut throat competition everywhere. Therefore, the students, especially, the adolescents are under heavy stress. Academic pressure plays the key role in inflating this stress which sometimes results fatal. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Academic stress, up to some level, is an important factor for enhancing academic achievement. But, beyond a limit, it leads to health hazards, physical and mental problems, frustration, anxiety, etc. Unfortunately, some of students find themselves unable to cope up with demands and desire arising from every side and take unwanted steps. Therefore, it is the demand of time to think seriously about academic stress. Moreover, the parents are working and they are almost unable to spend quality time with their children due to their busy schedule. The present paper is an attempt to find whether there is any significant difference in academic stress among adolescent children of working and non- working mothers.*

Keywords: *Academic Stress, Stress.*

INTRODUCTION

Stress has become an integral part of our life these days. The modern world, which is said to be a world of technology, competition and achievements, has also given stressful life to all. The stress can be found everywhere, may it be within family, society, job place, or academic institutions. Stress arises due to imbalance between achievement expectations and abilities & capacities of a person. In other words, we can say that stress is a psychological and physiological imbalance. The students, especially, adolescents are trapped in academic stress these days. Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively



appeared by the student involved. Academic stress is the product of a combination of academic related demands that exceeds the adaptive resources available to an individual (Wilks,2008). According to her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. She has given four components of academic stress: academic frustration, academic conflict, academic pressure and academic anxiety. Academic pressure by parents, teachers and the children themselves make them tensed about their career and future, when fail to cope up with the situation or fail to satisfy their needs then it results into stress and depression.

Academic pressure, school environment, extra co-curricular activities, peers and parental pressure are some major causes of academic stress. With the help of following symptoms we can identify whether the student is in stress:

- Isolation from the family activities and peer relationship
- Complaint about headaches
- Poor appetite and low immunity
- Having unexplained fear and anxiety
- Irritability and lack of proper sleep
- Restlessness, sweating, increased blood pressure, etc.
- Use of drug and alcohol

High school students cite day to day stresses of school e.g. tests, grades, homework, academic and achievement expectations, among their greatest stressors (Crystal et.al.,1994; de Anda et.al.2000; Ohman and Jarvis, 2000). Type of school related stress includes interaction with teachers and balancing one's leisure time with school (True et.al.2007). All these studies show that academic stress among adolescent children is increasing day by day. The traditional roles of men and women have changed. The number of working women is increasing and the quality time to spend with children is decreasing. This study aims to find whether there is any significant difference between male and female children; and children of working and non- working mothers.

OBJECTIVES OF THE STUDY

1. To compare academic stress between adolescent male and female children of working mothers.



2. To compare academic stress between adolescent male and female children of non-working mothers.
3. To compare academic stress between adolescent male children of working and non-working mothers.
4. To compare academic stress between adolescent female children of working and non-working mothers.
5. To compare academic stress between adolescent male and female children.

HYPOTHESES

1. There is no significant difference in academic stress between adolescent male and female children of working mothers.
2. There is no significant difference in academic stress between adolescent male and female children of non-working mothers.
3. There is no significant difference in academic stress between adolescent male children of working and non-working mothers.
4. There is no significant difference in academic stress between adolescent female children of working and non-working mothers.
5. There is no significant difference in academic stress between adolescent male and female children.

SAMPLE

A sample of 100 adolescent school students was taken from two schools of Rohtak District namely University Campus School, M.D.U. Rohtak and S.R. S. Public School, Rohtak. In these 100 students, 50 were male students and 50 were female students. Out of 50 male students, 25 were the children of working mother and 25 of non-working mothers. Likewise, out of 50 female students, 25 were the children of working mother and 25 of non-working mothers.

TOOL USED

Students Stress Scale (SSS) by Dr. Zaki Akhtar (Jamsheddpur), English Version, was used to find the stress level of students.

Statistical Tools Used: Mean, S.D. and t-value.



Table-1

Mean, S.D. and t- value of adolescent male and female children of working mothers

Gender	No. of Students	Mean	S.D.	S.E. _M	t-value
Male	25	146.28	11.79	2.85	3.35, Significant at 5% & 1% level of significance
Female	25	155.84	8.02		

df=48

According to Table-1, the mean academic stress score for adolescent male children of working mothers is 146.28 and that of female children is 155.84. The calculated t- value is 3.35 which is higher than table value at 48 df at both, 5% (2.01) & 1% (2.68) level of significance. It means there is significant difference between mean academic stress of adolescent male and female children of working mothers. The mean score of adolescent female children is higher than male children which indicate that female children of working mother have more stress in comparison to male children. Therefore, the null hypothesis, that there is no significant difference in academic stress between adolescent male and female children of working mothers cannot be retained. We can safely conclude that there is significant difference in academic stress between adolescent male and female children of working mothers.

Table-2

Mean, S.D. and t- value of adolescent male and female children of non- working mothers

Gender	No. of Students	Mean	S.D.	S.E. _M	t-value
Male	25	151.23	9.79	2.48	2.75, Significant at 5% & 1% level of significance
Female	25	158.06	7.63		

df=48

According to Table-2, the mean academic stress score for adolescent male children of non-working mothers is 151.23 and that of female children is 158.06. The calculated t- value is 2.75 which is higher than table value at 48 df at both, 5% (2.01) & 1% (2.68) level of significance. It means there is significant difference between mean academic stress of adolescent male and female children of non- working mothers. The mean score of adolescent female children is higher than male children which indicate that female children of non- working mother have more stress in comparison to male children. Therefore, the null hypothesis, that there is no significant difference in academic stress between adolescent male and female children of non-working mothers is rejected. We can safely



conclude that there is significant difference in academic stress between adolescent male and female children of non- working mothers.

Table-3

Mean, S.D. and t- value of adolescent male children of working and non- working mothers

Gender	No. of Students	Mean	S.D.	S.E. _M	t-value
Male	25	146.28	11.79	3.06	1.62, Not Significant at 5% & 1% level of significance
Male	25	151.23	9.79		

df=48

According to Table-3, the mean academic stress score for adolescent male children of working mothers is 146.28 and that of male children of non- working mothers is 151.23. The calculated t- value is 1.62 which is less than table value at 48 df at both, 5% (2.01) & 1% (2.68) level of significance. It means there is no significant difference between mean academic stress of adolescent male children of working and non- working mothers. Therefore, the null hypothesis, that there is no significant difference in academic stress between adolescent male children of working and non-working mothers is retained. We can safely conclude that there no is significant difference in academic stress between adolescent male children of working and non- working mothers.

Table-4

Mean, S.D. and t- value of adolescent female children of working and non- working mothers

Gender	No. of Students	Mean	S.D.	S.E. _M	t-value
Female	25	155.84	8.02	2.22	1.0, Not Significant at 5% & 1% level of significance
Female	25	158.06	7.63		

df=48

According to Table-4, the mean academic stress score for adolescent female children of working mothers is 155.84 and that of female children of non- working mothers is 158.06. The calculated t- value is 1.0 which is less than table value at 48 df at both, 5% (2.01) & 1% (2.68) level of significance. It means there is no significant difference between mean academic stress of adolescent female children of working and non- working mothers. Therefore, the null hypothesis, that there is no significant difference in academic stress between adolescent female children of working and non-working mothers is retained. We



can safely conclude that there no is significant difference in academic stress between adolescent female children of working and non- working mothers.

Table-5

Mean, S.D. and t- value of adolescent male and female children

Gender	No. of Students	Mean	S.D.	S.E.M	t-value
Male	50	148.76	11.12	1.93	4.24, Significant at 5% & 1% level of significance
Female	50	156.95	7.91		

According to Table-5, the mean academic stress score for adolescent male children is 148.76 and that of female children is 156.95. The calculated t- value is 4.24 which is higher than table value at both, 5% (1.96) & 1% (2.58) level of significance. It means there is significant difference between mean academic stress of adolescent male and female children. Therefore, the null hypothesis, that there is no significant difference in academic stress between male and female children, is rejected. We can safely conclude that there is significant difference in academic stress between adolescent male and female children. The mean score of female children is higher than that of male children, indicating more academic stress in female children as compared to male children.

CONCLUSION

Almost all the children face academic stress these days. The adolescent female children have more academic stress than male children, no matter their mother is working or non-working. Also there is no significant difference between academic stress of adolescent male children of working and non- working mothers.

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