



Dr. Animesh Biswas
Assistant Teacher
Sangramgarh Mathbagan
Netaji Sikshamandir High
School
yoursanimesh@gmail.com



**Prof. Shyamal Uday
Chowdhury**
Professor, Dept of Teacher
Education,
Baba Saheb Ambedkar
Education University
suchowdhury27@gmail.com

A Comparative Study on Situational Stress and Academic Achievement Among the Children of Working and Non-Working Mothers

Animesh Biswas

Shyamal Uday Chowdhury

Abstract:

The study was undertaken with the objective of finding out the situational stress and academic achievement of the children of working and non-working mothers. The total sample for the study comprised 300 adolescents reading in class X selected randomly. They were assessed with Situational Stress Test developed by the researcher and the result of their Madhyamik Pariksha was considered as the Academic achievement. The obtained data were analyzed by t- test and correlation. By analyzing the result significant difference was found between Children of working mothers and Children of non-working mothers.

Keywords: Situational stress, Academic achievement, Working Mother, Non-working Mother

1. Introduction:

The role of a mother in a family is very important. A mother is like a nucleus. Everyone in the family orbits around her. As our legs are necessary to walk, hands to write and lungs in breathing so is the importance of a mother in a family. Particularly in Indian context, the role of a mother is very vital in a family. The word multi-tasking was probably coined for a mother. Child usually spends maximum times with his or her mother. So, the mother's role in developing the child is normally very important. She lays the foundation of the child's future development. The physical development, perceptual development, language development, intellectual development, social development, in a word the all-round development of the child owes to his or her mother to a great extent. She has maximum opportunities to influence the behaviour and character of the child. A mother brings up her child with the greatest care, love, support, and security. She always tries to keep her children secured and to make them happy. A mother is a source of nourishment, as well as a source of inspiration and motivation. Mother is the first school to a child. The result of industrialization followed by westernization put a great impact in the outlook of people all over the world. Everybody wants to have a comfortable and luxurious life. In India majority of the people belongs to the middle class. The living- standard of the middle- class



people of India are changing very rapidly. To maintain the new demands, the income of single person is not sufficient in almost every case. So, the women are also coming out for income and employment. Women in the lower strata of the society have a long history of working in the factories as unskilled labour. But in present time the role of Indian women in general have been changed drastically. A silent social revolution has been taken place in the situation of the women in Indian society.

The role of Indian women is no longer confined to the boundary of the house. They not only play the role of housewives but also the earner for the family. It is very common to see the Indian women participating in higher education, administration, medicines, engineering, business and politics. They are taking all type of responsible positions in the society and contributing in every field of development. A large number of women are working in government, semi-government, and private salaried jobs. In a family a mother is the most important person not because of her special skills but because of her spending a much greater time than any other persons in the family. Owing to spread of education, search of the identity and technological advancement a large number of women in India are involved in employment. According to [2011 Census in India](#)¹ there is 149.8 million female workers which is 25.51 percent of the total work force. The percentage was 19.67 in 1981 and 22.27 in [1991](#)². According to [Global Data \(2021\)](#)³ 88 million self-employed women are there in India in 2021.

There is an old age debate on whether the employment of mother is good or bad for the children and for the society. The social concern stimulated many articles in journals and newspapers and many research works on the impact of mother's employment on their children. The present study deals in the situational stress and academic achievement of the children of working and non-working mothers. Situational stress is the stress associated with being near or around some situations. It can be associated with a particular person, place, thing or environment. Situational stress can be created in both pleasant and unpleasant situations. For many, stress is usually situational, based on realistic concerns like illness, money worries, disturbed relationships.

[Rosa. M. C, Preethi, C., \(2012\)](#)⁴ studied that children of non-working mothers were low stressed than children of working mothers. So there arises a controversy regarding the effects of maternal employment on the children of working mothers. Hence the present researcher aims at investigating the effects of working and non-working mothers on their children's situational stress as well as academic achievement.

¹2011 Census in India. <http://labourbureau.nic.in> .

² Labour Bureau (1991) <http://labourbureau.nic.in>

³Global Data (2021) <https://www.globaldata.com/data>

⁴ Rosa. M. C, Preethi, C.,(2012) International Journal of Basic and Advanced Research, 1(3), 40-43.



2. Literature Review:

Abdulla S. F., Shah N. A. & Idaris R. M. (2020)⁵ conducted a study on Stress and its relationship with the academic performances of higher institution students. Quantitative method was used for the study. 284 respondents were selected through random sampling technique. Result showed that there was a weak and negative relation between higher education students' stress level and their educational performance.

Vidyawati and Dr. Josphine Nirmala Many (2017)⁶ conducted a study on academic performance of children among working & non-working women in Lucknow in U.P. 600 school going children were selected. An interview schedule was prepared for the study. Result revealed that there were differences between the academic performances of the children of working and non-working mothers. Essel and Owusu (2017)⁷ showed changes in lifestyle, increase workload, new responsibilities and interpersonal relationship as the main causes from which stress is derived.

Rosa. M. C, Preethi, C., (2012) studied that children of non-working mothers were low stressed than children of working mothers. So there arises a controversy regarding the effects of maternal employment on the children of working mothers. Hence the present researcher aims at investigating the effects of working and non-working mothers on their children's situational stress as well as academic achievement.

Tomar and Daka (2010)⁸ revealed that children of working parents do not get enough assistance in doing the home assignment. The academic achievements of the children of the employed parents were affected negatively. The study also indicated that children of employed parents do not have proper interaction with their parents and they lack proper guidance. Sridevi and Beena (2008)⁹ revealed that children of working mothers are better in academic achievement than the children of non-working mothers.

University Education Commission (1948 – 49)¹⁰ recommended the “increase in the educational opportunities for women”. National Committee on Women Education (1958 – 59) recommended that “the problem of the education of women is so vital and of such great national significance that it is absolutely necessary for the centre to assume more responsibility for its rapid development”.

⁵ Abdulla S. F., Shah N. A. & Idaris R. M. (2020)

⁶ Vidyawati and Dr. Josphine Nirmala Many (2017)

<https://www.homesciencejournal.com/archives/2017/vol3issue3/PartF/3-3-85-932.pdf>

⁷Essel and Owusu (2017) <https://www.scribd.com/document/408006347/Reserch-Propose1>

⁸Tomar and Daka (2010) *Ambikeya Journal of Education*, 1(2), 47 – 52.

⁹ Sridevi and Beena (2008) *Journal of Community Guidance & Research*, 25(1), 40 – 48.

¹⁰ University Education Commission (1948 – 49)

<https://www.educationforallinindia.com/1949%20Report%20of%20the%20University%20Education%20Commissi on.pdf>



National Policy on Education (1986) recommended that “major emphases will be laid on women participation in vocational technical and professional education at different level to promote women participation in non-traditional occupations as well as existing and emerged technologies”. The Indian Constitution confirms complete equality of men and women (Article 14 and 15), equality of opportunity (Article 16), equal pay for equal work (Article 39-D).

4. Importance of the study:

There is a long history of the social concern of the impact of mother’s employment on their children. On the other hand, adolescent is the particular period of human life when rapid changes occur. This time is called by many terms like ‘period of storm and stresses’, period of transition from immaturity to maturity’ etc. During this period adolescents undergo many changes-such as physical, psychological and sociological for which they have to face a lot of stressful situations from their family, school and peer group and they became irritable, too much stress can contribute to depression, anxiety and physical illness which can in turn negatively affect academic achievement. So, these changes must be channelized in proper ways in order to make mature adults in the future. In this period, they need more attention from their parents. The children require the love of their mothers. The children are mostly associated with their mothers. But some mothers are forced to leave their home for their employment. In this situation the children do not get much time with their mothers. The situation of women is difficult in this current era. They have to face many challenges. As a result, the children face many problems. The mothers also face many difficulties but they are bound to leave their children for a larger period of the day which hamper the normal growth of the children. It is a matter of great concern since many years whether the working status of mothers play positive or negative role on their children. The present study will help to find out the effect of mothers’ working status on the situational stress and academic achievement of their children.

5. Objectives of the study:

- (1) To find out the difference in Situational stress of the children of working and non-working mothers.
- (2) To find out the difference in Academic Achievement of the children of working and non-working mothers.
- (3) To study the relationship of academic achievement of secondary school children with their situational stress.

6. Hypotheses of the study:

H₀1: There would be no significant difference in the Situational Stress between Children of working mothers and Children of non-working mothers.



H₀₂: There would be no significant difference in the Academic Achievement between Children of working mothers and Children of non-working mothers.

H₀₃: There would be no significant correlation between academic achievement and situational stress of the children.

7. Methodology:

The study is descriptive in nature and its purpose is to compare the Situational stress of the children of the working and non-working mothers and also to find out the relation between situational stress and academic achievement of the children. The study is delimited to Burdwan district of West Bengal. The variables of the study are Situational stress and academic achievement and the demographic variable is maternal working status.

7.1 Sample and Sampling Procedure:

The sample consisted of 300 adolescents (75 working mother's boys, 75 working mother's girls, 75 non-working mother's boys, and 75 non-working mother's girls). Random sampling was used to select the sample.

Table 1: Distribution of sample

Category	Children of working mothers	Children of non-working mothers	Total
Boys	75	75	150
Girls	75	75	150
Total	150	150	300

7.2 Tools Used:

Situational Stress Test, prepared and standardized by the researcher was used for the study. The test has five broad dimensions which are of five major situations causing stress. The dimensions are - Physical illness, Major life events, Changing conditions, Daily hassles, and Environmental stress. The test is provided with a five-point scaling system i.e., the questionnaire came along with five options which indicated the intensity of the occurrence dealt with-in question. These options are scored from zero to four. Higher the score, greater is the level of stress. The result of Madhyamik Pariksha was considered to measure the academic achievement of the children of both working and non-working mother.

8. Data Collection, Analysis of Collected Data, Results and Discussion:

In this study statistical analysis was done by using t-test and Pearson's product moment correlation. The Pearson's product moment correlation was used to measure the relationship between the situational stress and academic achievement of the children and t-test was used to



compare between the children of working and non- working mothers in their situational stress and academic achievement.

Table-2: Significance of Difference in Mean Scores of situational stress children of working mothers and children of non-working mothers through t-test

Variable	Groups compared	N	Mean	SD	Df	Std. Error Mean	t	Sig. (2-tailed)
	CWM	150	99.55	33.641				
Situational Stress	CNWM	150	128.25	16.838	298	3.045	11.396	0.00

It is shown from Table - 2 that the mean score of situational stress of the children of working mothers is 99.55 whereas the mean score of children of non-working mothers is 128.25. Apparently there has been a mean difference. In inferential statistics (Table 2) it is shown that calculated 't' with df 298 is 11.396 and P value is 0.00 which is less than 0.05 ($P < 0.05$). Hence 't' is significant at 0.05 level. Therefore the null hypothesis H_01 is rejected. So it can be concluded that there is a significant difference between Children of working mothers and Children of non-working mothers in situational stress.

Table 3: Significance of the difference in mean scores of children of working and non-working mothers (N=150 on each) on academic achievement through t-test

Variable	Groups compared	N	Mean	SD	Df	Std. Error Mean	t	Sig. (2-tailed)
	CWM	150	55.00	19.826				
academic achievement	CNWM	150	60.01	18.239	298	2.308	2.172	.031

In inferential statistics it is shown that calculated t-value with df 298 is 2.172 and P is 0.031 which is less than 0.05 ($P < 0.05$). Hence t is significant at 0.05 level.

Therefore, the null hypothesis H_02 is rejected.

So, it can be concluded that there is a significant difference in the academic achievement between Children of working mothers and Children of non-working mothers.

Table-4: Correlations between the scores of Academic Achievement and Situational Stress

Correlations		Academic Achievement
Academic Achievement	Pearson Correlation	1
	Sig. (2-tailed)	Sig. (2-tailed)
	N	300
Situational Stress	Pearson Correlation	0.191*
	Sig. (2-tailed)	0.001
	N	300



Through the table (4) it was found that Academic Achievement was positively and significantly correlated with Situational Stress (0.191) which is significant at 0.01 level. Hence the null hypothesis H_03 is rejected.

Therefore, it can be concluded that there is a positive and significant correlation between academic achievement and Situational Stress.

9. Interpretation of Collected Data:

The situational stress of the children depends significantly on the working status of their mothers. There is a significant difference between Children of working mothers and Children of non-working mothers in situational stress. It was found that the Children of non-working mothers have greater situational stress than that of the Children of working mothers. Children of working mothers learn to handle the situation as they become more self-dependent. On the other hand, children of non-working mothers remain dependent largely on their mothers and fail to handle stress situations smoothly.

The perusal of table (3) shows the comparison between children of working and non-working mothers on academic achievement. The table reveals that there exists a significant mean difference between the groups at 0.05 level. The mean score favors the children of non-working mothers which indicates that they have higher academic achievement than the children of working mothers.

10. Conclusion:

The children of non-working mothers are fortunate to have more assistance from their mothers as they spend more time with them. It helps the children of non-working mothers to have better academic achievement. The study of [Tomar and Daka\(2010\)](#)¹¹ is on the line of the researcher whereas the findings of [Sridevi and Beena \(2008\)](#)¹² is not on the line of the present research.

Both the children of working and non-working mothers should be guided to learn about healthful eating, respectful behavior, and to take situations positively. Parents and teachers should provide activities for the students which help them to enjoy their free time. The task may be even unproductive for reducing stress. There must be an effective communication between children and parents and the time spent with them must be quality time. The present study may help the parents, teachers, counselors to understand why some children display high anxiety, fear and depression.

¹¹Tomar and Daka (2010) *Ambikeya Journal of Education*, 1(2), 47 – 52.

¹²Sridevi and Beena (2008) *Journal of Community Guidance & Research*, 25(1), 40 – 48.



11. Limitation of the Study:

- i) The population may be taken from other districts of West Bengal in larger form.
- ii) The sample of the study could be chosen by considering the stratifications such as gender, locality, mother's level of education and economic conditions of the parents.
- iii) For standardization of the tool the researcher might apply other methods of reliability such as parallel method other than test re-test method.
- iv) For validity of the tool the researcher might satisfy with other types of validity and might use factor analysis.

12. Recommendation:

- i) The findings of the study will enable to locate the areas in which the parents can be more careful.
- ii) The study will enable the teachers to find the causes of stress and frustrations and also take necessary measures for their improvement.
- iii) Working mothers should be given opportunity to spend quality time with their children so that they can give attention, affection, and guidance to their children.
- iv) Sometimes children may be left to face different situations on their own so that they learn to handle the situations.
- v) Mothers may learn about different ways of growing their children in different situations so that the children can prepare themselves for better future.

Reference:

Aggarwal, P. (2018). A Study of Stress among Adolescent students in relation to their Emotional Maturity and Family Climate. *International Journal of Research in Social Sciences*, 8, (4), 106-114. Retrieved from - [https://www.ijmra.us/project%20doc/2018/IJRSS APRIL2018/IJMRA-13509.pdf](https://www.ijmra.us/project%20doc/2018/IJRSS%20APRIL2018/IJMRA-13509.pdf)

Aktein, M. Karaman, T., & Senol, Y.Y. (2001). Anxiety, Depression and Stressful life events among Medical Students: A Prospective Study in Antalya, Turkey. *Medical Educations*, 35, 12 – 17. Retrieved from - https://www.researchgate.net/publication/12204442_Anxiety_depression_and_stressful_life_events_among_medical_students_A_prospective_study_in_Antalya_Turkey

Alli, A. (2011). Effect of Remedial Program for Situational Stress in Relation to Personality Pattern of Upper Primary Teachers. Retrieved from - https://www.researchgate.net/publication/308799133_Effect_of_Remedial_Program_for_Situational_Stress_in_Relation_to_Personality_Patterns_of_Upper_Primary_Teachers_BY_Alli

Alva, S. A., & de los Reyes, R. (1999). Psychological stress, internalized symptoms, and the academic achievement of Hispanic adolescents. *Journal of Adolescent Research*, 14, 343-358. Retrieved from - https://www.researchgate.net/publication/240276967_Psychosocial_Stress_Internalized_Symptoms_and_the_Academic_Achievement_of_Hispanic_Adolescents/citation/download



Essel G. & Owusu P.(2017). Causes of students' stress, its effects on their academic success, and stress management by students. Case study at Seinajoki University of Applied Sciences, Finland. Retrieved from - <https://www.scribd.com/document/408006347/Reserch-Propos>

Global Data (2021): <https://www.globaldata.com/data>

Kumar, S.K., & Akoijam B. S. (2017). Depression, Anxiety and Stress among Higher Secondary School Students of Imphal, Manipur. Indian Journal of Community Medicine, 42(2), 94 – 96. Retrieved from - https://www.researchgate.net/publication/316479685_Depression_Anxiety_and_Stress_Among_Higher_Secondary_School_Students_of_Imphal_Manipur

Luria, G. & Torjman, A. (2009). Resources and coping with stressful events. Journal of Organizational Behavior, 30,685-707. Retrieved from - https://www.researchgate.net/publication/228079603_Resources_and_coping_with_stressful_events

Mattile, V.J., & Salokangas, R.K. (1981). Stress caused by life changes and their role and factors predisposing to illness. Psychiatria Fennica, 177-182.

Mukherjee, S. (2010). The Impact of Maternal Employment on Child's Mental Health: Evidence from NLSY-Child. Retrieved from - <https://paa2011.populationassociation.org/papers/111558>

Rosa. M.C., Preethi C., (2012) Academic Stress and Emotional Maturity among Higher Secondary School Students of Working and Non-Working Mothers. International Journal of Basic and Advanced Research, 1(3), 40-43.

Schildberg-Horisch, H. (2011). Does parental employment affect children's educational attainment? Economics of Education Review (2011), 97(2), 1456-1467. Retrieved from - <https://www.sciencedirect.com/science/article/abs/pii/S0272775711001166?via%3Dihub>

Sowmya. A. S. L. (2013). A comparative Study on Achievement Motivation of Children of Employed and Non-employed Mothers. International Journal of Science and Research, 1, 6-14.

Sridevi, K.V., & Beena, P.J. (2008). Adjustment and Academic Achievement of Elementary Students with Respect to Their Mother's Employment Status. Journal of Community Guidance & Research, 25(1), 40 – 48.

The report of the university education commission (1949). Retrieved from - <https://www.educationforallindia.com/1949%20Report%20of%20the%20University%20Education%20Commission.pdf>

Tomar, D.P., & Daka, S. (2010). Problems of Students of Employed Parents. Ambikeya Journal of Education, 1(2), 47 – 52.

Vidyawati and Dr. Josphine Nirmala Many (2017). Academic performance of children among working & non-working women in Lucknow in U.P. International Journal of Home Science, 3(3), 333-335. Retrieved from - <https://www.homesciencejournal.com/archives/2017/vol3issue3/PartF/3-3-85-932.pdf>