

Study of Stress among Adolescent Students in Relation to Working Status of their Mothers and Family Environment

Ravjeet Kaur

Assistant Professor, M.G.N College of Education, Jalandhar, Punjab, India

Corresponding author: ravjeetpasricha@gmail.com

ABSTRACT

The present study is about the stress among adolescent students. Adolescence stage is stage of stress and strain and emotional upheavals. It is the period which refers to the development and adjustment during the transition period between childhood and adulthood. If the adolescent get the right path and right guidance they can be proved good citizens but with lack of proper and congenial atmosphere which is being provided by school, home, society etc they may become juvenile delinquents and further becomes criminals. Family environment and Working Status of mothers have the important role in the life of adolescents. In order to conduct the study, stress was studied as dependent variable and working status of mothers was studied as classificatory variable. Family environment was studied as independent variable. 2*2 factorial design was employed on the scores of stress of adolescent students.

Keywords: Stress, working status of Mothers, family environment

World is developing at a very rapid pace, to survive in this competitive world, every child must abilities to face the challenges of life. Stress is a problem that is encountered by every person in the world. It effects our lives dramatically, making us existed under certain circumstances, possibly tired under other circumstances or even sick. However perhaps the greatest problem with stress in the fact that most people do not understand its far-reaching implications and therefore, do not know how to manage their stress adequately. There appear to be a complex relationship among stressful situations, our mind and body's reaction to stress, and the onset of clinical depression.

Stress is an organizing concept that include a number of variables and process relationship between the person and environment that is appraised by the person as taxing or exceeding his/her resources and endangering his/her well-being (Lazarus, 1966). It is the physical or mental effect of disturbance of or interference with any of the body's automatic biological process (Stephan, 1971). Stress appears

when our bodies react to a challenge mental or physical, by increasing metabolism elevating blood pressure, shooting up heart beat and breathing rate most of the time we do not fight against stress and his gets us into trouble. Stress was observed as a state of psychological tension produced by the kind of forces of pressures (Roberts & Roberts, 2001). It is studied that stress has become an inevitable part of individual life causing risk to their psychological as well as physical health (Methews, 2002). Stress in life act as motivation force of power and provide that energy, determination, strength and courage to fight back for survival and to "start new". But the tragedy is that this change comes from within times of crisis of when one has no choice. Hence stress is an internal process that occurs when a person is faced with a demand that is perceived to exceed the resources avoidable, or failure to deal effectively with the demand, also has important undesirable consequences (Pandey 2007)

Adolescence is the period of development and physical change. This is a time of the dreaming

about the future when the adolescents aspired to reach the moon and confidently expects to do so. So parents play an important role in this period. In this period adolescent child face stress and this stress may be due to many causes like physical development, educational problems or family environment. Family environment plays an important role in the better development of a child. Adolescent is the age, which is counted as the age of "Stress and strain, Storm and Strife" as it is mentioned by (Stanley Hall, 1904). Poets have described it as a spring of the life of human beings and important era in total life span. It is the period which refers to the development and adjustment during the transition period between childhood and adulthood. If the adolescent get the right path and right guidance they can be proved good citizens but with lack of proper and congenial atmosphere which is being provided by school, home, society etc they may become juvenile delinquents and further becomes criminals. Family environment and stress have the important role in the life of adolescent which forms the style of his life and basic pattern of behavior.

Parents play a major role in the development of their children and when their focus is not at all present; their teens do things to make them pay attention. Teens become disobedient and defiant based on the lack of attention and care that they naturally crave at this stage in their lives. This in turn, creates a hostile home environment. Child rearing practices are not related to work status. When mothers motivations and education are considered along with status, associations with child rearing appear. The family environment consist family members, their attitudes, their personality, their behavior, their inter-relationship etc. except their family environment consist the physical appearance of home, home facilities, ventilation, the quality of nutrition and family hygiene parental education parental occupation their income, their living standard etc.

REVIEW OF LITERATURE

Academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987). (Omizo *et al.*, 1988) investigated stressors and symptoms in students. in the order of frequency, elementary students

cited family problems and school problems; junior school students cited general adolescent problems, peer pressure and family problems; and high school students cited the future, school problems and peer pressure. Students identified psychological, physiological, behavioural and emotional symptoms of stress. Throughout the adolescent years, stressful experiences are also considered to be increasing in intensity, as prominent stressors involving family dysfunction, peer demands and academic concerns are faced by adolescents (Frydenberg, 1991). In the current scenario of societal and educational setup, early adolescents are experiencing stress. Major stressors of early adolescent children were identified from the home and school environment. Stressors that were identified as highly stressful were parenting role of parents, teachers, work load, home-work, high expectation of parents, parental conflicts, economic factors (Aswathy, Kasturi & Maxie, 2015).

In case of working status of the mothers it was found by (Altman, Grossman and Parsons, 1977), (Frieze and Ruble, 1978) that daughters of employed mothers have found to be more career oriented and had higher aspirations. Those mothers who are highly educated and working are more sensitive to their children. Further it is also found that Children of working mothers are lonely and neglected and less intelligent (Rohini, 2007). Luptow (1996) found that family characteristics are equally related to the level of achievement value for boys and girls.

However, among the boys, the strongest correlation is the mother's education is the strongest predictor of son's achievement. Whereas the highest association with the female scores is the father education. Whitney (1999) found that family environment appears to contribute to the well being in present as well as future life of the child. Zimmerman (2005) in a study conducted suggested that early home environment and T.V. Watching influence building behaviour in children.

Children who receive emotional support and cognitive stimulation from their parents are significantly less likely to become bullies. Malhotra, S. (2005) found that children living under conditions of perpetual stress and trauma; experiencing breakdown of societal and family structure are tremendously effected in their ability to live healthy, happy and productive life. Several adults disorders

are thought to be caused by problems during childhood.

Objective of the study

The present study had following objective:

- ❑ To Study the stress among adolescent students in relation to the working status of their mothers and family environment.

Hypotheses of the Study

To explore above objectives, following hypotheses were formulated by the investigator:

- ❑ H1: There exists no difference in the stress of adolescent students in relation to working status of their mothers.
- ❑ H2: There exists no difference in the stress of adolescent students in relation to their family environment
- ❑ H3: There exists no interaction effect between working status of mothers and family environment on the scores of stress of adolescent students.

Delimitation

The present study had the following delimitation:

- ❑ It was restricted to senior secondary schools of Jalandhar.
- ❑ It was restricted to 10+1 class students.

Methodology

Sample: In order to conduct the study, ten senior secondary schools from Jalandhar were selected. For their selection, simple random technique was employed. In total, 450 students of 10+1 class were selected.

Procedure

In order to conduct the study, family environment scale and stress were administered to the selected

sample. Further the sample was categorized into two groups viz a viz students of working mothers and Non working mothers. 2*2 factorial design was employed on the scores of stress of adolescent students. Wherein stress was studied as dependent variable and working status of mothers was studied as classificatory variable. Family environment was studied as independent variable. In this way four groups of students were formed i.e students with rich family environment and working mothers, students with rich family environment and non-working mothers, students with poor family environment and working mothers, students with poor family environment and non-working mothers,

Tools

- ❑ Scale of Academic Stress and Role Stress from Bisht Battery of Stress (1987)
- ❑ Family Environment Scales (FES) by Dr Harpreet Bhatia and Dr N.K Chadha (1993)

Statistical techniques

The following statistical techniques were employed to analyze the obtained data:

- ❑ Means and Standard. Deviation of various sub groups were computed to understand the nature of data.
- ❑ 2x2 ANOVA were employed on the scores of stress and family environment.

RESULTS AND DISCUSSION

2 × 2 Analysis of Variance on the scores of stress of Adolescent Students in relation to Working Status of their Mothers and Family Environment.

The mean of sub group for 2 × 2 factorial design on the scores of stress were calculated and have been presented in the Table 1 below.

In order to analyse the variance, the obtained scores were subjected to ANOVA. The result have been presented in the Table 2 below.

Table 1 : Mean of Sub Group of Anova 2 × 2 design on the score of stress

	Rich family Environment	Poor family Environment	Total
Non Working Mother	M ₁ = 144.58 s = 28.31 N ₁ = 60	M ₂ =147.98 s = 21.5 N ₂ = 75	M = 292.56 N = 150
Working Mothers	M ₃ = 152.9 s = 20.10 N ₃ = 60	M ₄ = 166.43 s = 27.14 N ₄ = 60	M = 319.33 N = 120
Total	M = 297.48 N= 135	M = 314.41 N = 135	

Table 2: Summary of ANOVA for 2 × 2 factorial design on the scores of stress

Source of Variance	df	SS	MSS	F-ratio
Working status of mothers (A)	1	11934.95	11934.95	13.69**
Family Environment (B)	1	4216.61	4216.61	4.83*
Interaction (A × B)	1	17862.98	17862.98	20.49**
WSS	267	232699.31	871.53	
Total	270			

*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 for the difference between the means of stress in relation to working status of mothers was found to be significant at 0.05 and 0.01 level of confidence. Hence, data provides sufficient evidence to reject the Hypothesis H1 viz. “There is no difference in the stress of adolescent students in relation to working status of their mothers.” This indicate that stress scores of adolescent of working mother and non working mother differ on mean scores. Further the Table 1 shows the mean scores of the stress of adolescents of working mothers are higher than mean scores of stress of adolescent of non-working mothers.

Further it observed from the Table 2 that F-ratio for the difference between means of stress of rich family environment and poor family environment of adolescents was found to be significant at 0.05 level of confidence. Hence, data provide sufficient evidence to reject the hypothesis H2 viz. “There is no difference in the stress of adolescent students in relation to their Family Environment.” This indicates that Rich Family Environment and poor family environment differ on means score of stress. The Examination of the corresponding mean scores of stress from the Table 1 suggests that means scores of stress of adolescent students belonging to poor family environment is higher than the mean scores of stress of adolescent students belonging to poor family environment.

It may be observed from the table 2 that F-ratio for the interaction between working status of mother and family environment of adolescent on the score of stress was found to be significant at 0.05 level and 0.01 level of confidence. Hence, the data provide sufficient evidence to reject the Hypothesis H₃ viz. “There exists no interaction effect between working

status of mothers and family environment on the scores of stress of adolescent students.

The examination of the corresponding mean from the Table 1 suggests that the mean score of stress of adolescent students of working mother belonging to rich family environment is higher than the score of adolescent students of non work mother belonging to the rich family environment. The mean score of stress of adolescent students of working mother belonging to poor family environment is higher that the mean score of stress of adolescent students of non working mothers belonging to poor family environment.

Further the mean score of stress of adolescent students of working mothers belonging to poor family environment is higher than the mean score of stress of adolescent students of non-working mothers belonging to rich family environment. The mean score of the stress of adolescent students of working mother belonging to rich family environment is higher than the mean score of stress of adolescent of non working mothers belonging to poor family environment.

Findings

It was found that stress score of adolescent students of working mother is higher than the score of adolescent student of non-working mothers.

It was found that adolescent students with poor family environment have higher scores of stress than the adolescent with rich family environment.

It was found that stress of adolescent students of working mothers belonging to rich family environment is higher than the score of adolescent students of non working mothers belonging to rich family environment.

It was found that the stress score of adolescent students of working mothers belonging to poor family environment is higher than the score of adolescent students of non-working mothers belonging to poor family environment.

It was found that the stress score of adolescent students of working mothers with rich family environment is higher than the score of adolescent students of non-working mothers with poor family environment.

It was found that the stress scores of adolescent students of working mothers belonging to poor family environment is higher than the score of adolescent student of non-working mothers belonging to rich family environment.

Implications

Family environment is an important factor affecting the adolescents. Along with it, working status of mothers also play vital role in the development of adolescents. It is recommended that congenial and healthy atmosphere should be created in the schools to decrease the stress among the children. Schools should organize orientation programme for the working mothers to help them to reduce the stress in the family. There should be orientation programme for reducing the negative effects of family environment. Teacher should try to adopt such method that they are able to nullify the effect of poor family environment and working status of mother.

REFERENCES

Aldwin, C. and Greenberger, E. 1987. Cultural differences in the predictors of depression. *American Journal of Community Psychology*, **15**: 789-813.

Altman, S.L. and Grossman, F.K. and Parsons, Frieze & Ruble 1977. Women's Career Plans and maternal employment. *Indian Psychology of Women Quarterly*, **1**: 365-376.

Aswathy, K.L., Kasturi, R.A. and Maxie, A. 2015. *Stress among early adolescents and maternal and teachers role perception in addressing adolescents' stress in selected schools of Thiruvananthapuram*, *Nitte University Journal of Health Science*, NUJHS **5**(1). March 2015, ISSN 2249-7110.

Fergus, S. and Zimmerman, M.A. 2005. Adolescent resilience: a framework for understanding healthy development in the face of risk. *Annual Review of Public Health* **26**(1): 399-419.

Frydenberg, E. 1991b. *Adolescent coping*. The Different Way in which Boys and Girls Cope. *Journal of Adolescence*, **14**: 119-133.

Lazarus, R.S. 1966. *Psychological Stress and the Coping Process*. New York: McGraw-Hill.

Lupton D. Food, 1996. *The body and the self*. London UK: Sage Publications.

Malhotra, S. 2005. *Somatoform and dissociative disorders in children and adolescents: A comparative study* *Indian Journal of Psychiatry*. **47**(1): 39-43.

Matthews, K. and Gump, B. 2002. Chronic work stress and marital dissolution increase risk of post trial mortality in men from the Multiple Risk Factor Intervention trial. *Arch Intern Med*. **162**: 309-15. [PubMed]

Omizo Michael, M. and Others. 1988: *Children and Stress: An exploratory study of stressors and symptoms*, *School Counsellor*, **25**(4): 267-274.

Pandey, G. et al. 2007. Extracting the hidden features in saline osmotic tolerance in *Saccharomyces cerevisiae* from DNA microarray data using the self-organizing map: biosynthesis of amino acids. *Appl Microbiol Biotechnol* **75**(2): 415-26.

Roberts & Roberts, 2001. The Remains of the Workday: Impact of Job Stress and Exhaustion on Marital Interaction in Police Couples. *Journal of Marriage and family* DOI: 10.1111/j.1741-3737.2001.01052.x

Rohini. 2007. *Mama says so life as working mom in manic Mumbai*. Article.

Stephan. M. 1971. *Stress Behavioural and Psychology Responses*. *International Psychology*, **1**. London, FD.

Whitney, A. 1999. *The Effect of Childhood Sexual Abuse and Family Environment on Present and Future Possible Selves (Self Concept)*, **60**(4): 1875.

