

## A STUDY OF ACADEMIC STRESS IN UNDERGRADUATE STUDENTS OF WORKING AND NON- WORKING MOTHERS

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Received: 10 Jul 2018

Accepted: 14 Jul 2018

Published: 19 Jul 2018

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### ABSTRACT

Academic stress in undergraduate students of working and non-working mothers have been studied. The descriptive research method was used, sample size was 200 undergraduate students of working and 200 students of non-working mothers studying in Lucknow District. Academic stress scale of Kamble S.V. (2015) was used and dimensions such as Personal inadequacy, interaction with peers and teachers, fear of examination, an inadequate facility at college, parental expectation and SES were used for deriving results. The mean, S.D., C.R. value has been used for data analysis. Results found were, the levels of academic stress of undergraduate students of working mothers are higher than the undergraduate students of non-working mothers, the difference between students of working and non-working mothers are considerable, regarding academic stress.

**KEYWORDS:** Academic Stress, Undergraduate Students of Working Mothers, Undergraduate Students of Non-Working Mothers

### INTRODUCTION

College life is one of the greatest periods of our life. Making new friends and enjoying with them, is unforgettable for all of us. Apart from this, it is a period of gaining knowledge and assimilates the new skill which helps us to stand up on our own feet. In the present era. Students are experiencing a cut-throats competition among them. Hence stress seems very common in college students lives. DeDeyn Rachel, (2008) "Academic stress is defined as a mental and emotional pressure or tension that occurs due to the demands of college life." Wilks, (2008) "Academic stress is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual." MacGeorge, Samter, and Gillihan, (2005) "Academic stress viewed as a chronic stress due to the nature of academic demands associated with negative health outcomes of depression and physical illness."

Academic worries diffuse the life of students, disturbing aspects of their daily routine. College life, characterized by the stress to seek an appropriate identity, certainly presents an array of stressors. The students have a major impact of stress due to bloodshed competition in every field. Students are pressured to perform, pressured to fit in, pressured to commit, and pressured to live up to the expectations of others. They even set goals for themselves that are sometimes impossible to achieve. Forming an identity in a college environment is indeed difficult, as common worries can have significant behavioral consequences, particularly on sleep patterns. Students are weighed down with lengthy homework assignments, which may involve hours of their time each night. Academic emotions have largely been neglected by

educational psychology, with the exception of test anxiety. The academic stress faced by college students these days is perhaps higher than ever before. They are faced with a new situation when they reach college and must then struggle to keep up with their new environment. Many college students begin to feel worthless. They measure themselves only by academic or athletic success. This can distort their perception of reality and cause them to blow things out of proportion. The change in attitude may not even be noticeable to close friends because students who begin to feel overwhelmed and hopeless tend to hide their feelings by immersing themselves in work. As stated early they will usually not seek the help, for example, a guidance counselor, because they do not want to seem to be weak. This feeling of hopelessness can become a big problem in situations where students are expected to perform at a very high caliber for a long period of time.

College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management, financial problems, sleep deprivation, social activities, and for some students even having children, can all pose their own threat to a student's academic performance. The effects of perceived social support are mixed. Kadapatti and Khadi (2006). Conducted a study on "Factors Influencing for Academic Stress among Pre-University Students", 360 Pre University students of both the boys and the girls were randomly selected as samples from Dharwad. Stress Event Test, Aspiration Scale, Socio-Economic Status Scale and Study Habits Schedule, Study Habit Inventory was used. The findings were; academic stress was related to many of the socio-economic status factors variables. Huan et al. (2008). Conducted a study on "The Impact of Adolescent Concerns on their Academic Stress". The Adolescent Concerns Measure and the Academic Expectations Stress Inventory were used. Results obtained showed that only the scores on the personal concerns subscale were positively associated with the academic stress arising from self and other expectations, in both adolescents the boys and the girls. For the girls, school-related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the Academic Expectations Stress Inventory than the boys did. Mathew and Jayan (2006). Studied on "Academic Stress and Coping Styles among Plus Two Students". The sample consisted of 50 the boys and 50 the girls of age group 15-17 years. Student Academic Stress Scale and AECOM Coping Scale were used for data collection. The results revealed that both the boys and the girls are experiencing the same kind of academic stress but there are no significant differences between them and they are using similar types of copying mechanism to deal with their academic stress

## OBJECTIVES OF STUDY

- To find out academic stress in undergraduate students of working mothers.
- To find out academic stress in undergraduate students of Non-working mothers.
- To find out dimension wise academic stress in undergraduate students of working mothers.
- To find out dimension wise academic stress in undergraduate students of Non-working mothers.
- To compare the academic stress in undergraduate students of working and Non-working mothers.

## Hypotheses of Study

- Ho1: There is the same level of academic stress in undergraduate students of working mothers.
- Ho2: There is the same level of academic stress in undergraduate students of non-working mothers.

- Ho3: There is the same level in dimension wise academic stress in undergraduate students of working mothers.
- Ho4: There is the same level in dimension wise academic stress in undergraduate students of non-working mothers.
- Ho5: There is no significant difference in academic stress in undergraduate students of working and non-working mothers.

**Delimitations of Study**

- The study was confined to Lucknow district only.
- In this study only undergraduate students of working and non -working mothers were taken.
- In this study, only the government and aided institute, affiliated to Lucknow University were taken for the sample.

**METHODOLOGY**

The descriptive research method was used for conducting this study. The research was carried out on 400 students out of all undergraduate students of Lucknow district. In this study, Academic stress of the respondents was assessed through Academic stress Scale of Kamble S.V. (2015). The mean, S.D., C.R. value has been applied to data to get the results.

**Analysis and Interpretation of Results**

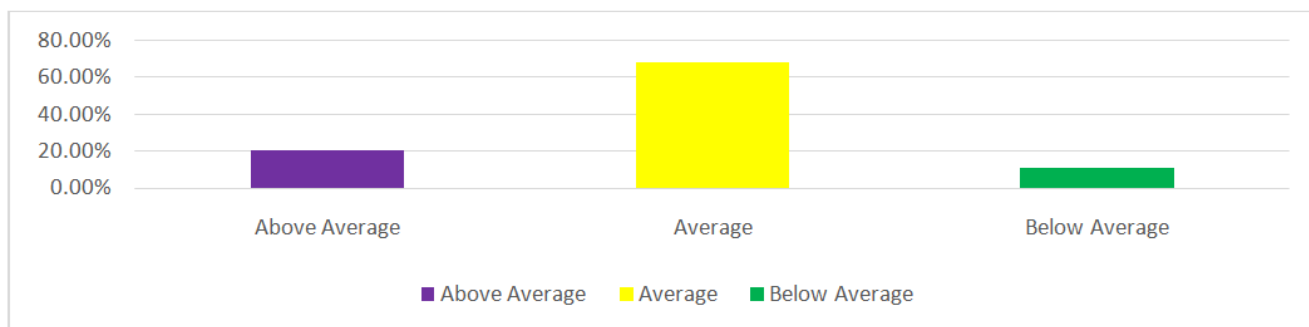
All analysis was made on the basis of hypothesis formulated objective wise.

Analysis 1: The analysis for hypothesis Ho1 “There is the same level of academic stress in undergraduate students of working mothers” was done to find out the Academic stress in undergraduate students of working mothers. The Academic stress scores of 200 undergraduate students of working mothers are presented in table1.

**Table 1: Analysis of academic Stress in Undergraduate Students of Working Mothers**

Category	Above Average		Average		Below Average		Total no. N=200
	N	%	N	%	N	%	
Students of working mothers	41	20.5	137	68.5	22	11	200

Above table shows that 68.5% undergraduate students of working mothers were having average academic stress.20.5% undergraduate students of working mothers were having above average academic stress. Whereas only 11% of undergraduate students of working mothers of them were having below average academic stress.



**Figure 1: Academic Stress in Undergraduate Students of Working Mothers**

Analysis 2: The analysis for hypothesis Ho2 “There is the same level of academic stress in undergraduate students of non- working mothers” was done to find out the Academic stress in undergraduate students of non-working mothers. The Academic stress scores of 200 undergraduate students of non-working mothers are presented in table2.

**Table 2: Analysis of Academic Stress in Undergraduate Students of Non-Working Mothers**

Category	Above Average		Average		Below Average		Total no. N=200
	N	%	N	%	N	%	
Students of Non-working mothers	25	12.5	143	71.5	32	16	200

Above table shows that 71.5% undergraduate students of non-working mothers were having average academic stress.12.5% undergraduate students of non- working mothers were having above average academic stress.Whereas only 16%of undergraduate students of non-working mothers of them were having below average academic stress.

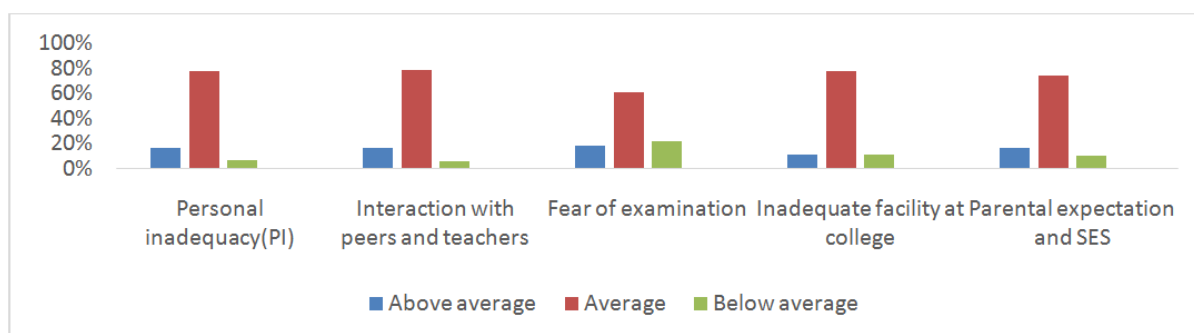
**Figure 2: Academic Stress in Undergraduate Students of Non-Working**

Analysis 3: The analysis for hypothesis Ho3 “There is the same level in dimension wise Academic stress in undergraduate students of working mothers.” was done, to find out dimension wise Academic stress in undergraduate students of working mothers. The dimension wise Academic stress scores of 200 under graduatestudents of working mothers are presented in table3.

**Table 3 Analysis of Dimension Wise Academic Stress in Undergraduate Students of Working Mothers**

Dimension (N=200)	Above Average	Average	Below Average
Personal inadequacy(PI)	16 %	77.5 %	6.5 %
Interaction with peers and teachers	16.5 %	78.5 %	5 %
Fear of examination	17.5 %	61%	21.5 %
Inadequate facility at college	11 %	78 %	11 %
Parental expectation and SES	16 %	74 %	10 %

Above table number 3 shows the dimensions of 200 students in terms of percentage, using Academic stress scale. Percentage of undergraduate students are distributed in above average, average and below average, Regarding personal inadequacy it is 16%, 77.5% and 6.5% respectively, concerning Interaction with peers and teachers it is16.5%, 78.5%, and 5%, for fear of examination it is 17.5%, 61%, and 21.5%, for inadequate facility at college it is 11%, 78%, and 11%, for parental expectation and SES it is 16%, 74%, and 10%.



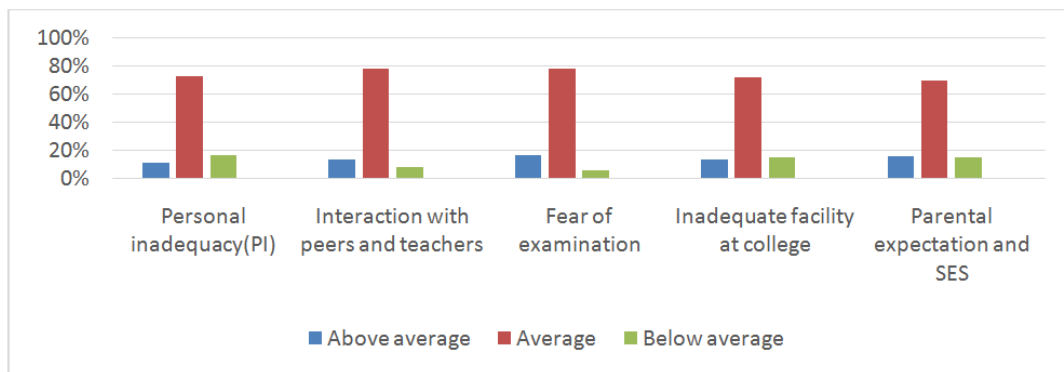
**Figure 3: Dimensions of Academic Stress in Undergraduate Students of Working Mothers**

Analysis 4: The analysis for hypothesis Ho4 “There is the same level in dimension wise Academic stress in undergraduate students of non-working mothers.” was done, to find out dimension wise Academic stress in undergraduate students of non-working mothers. The dimension wise Academic stress scores of 200 undergraduate students of non-working mothers are presented in table4.

**Table 4: Analysis of Dimension Wise Academic Stress in Undergraduate Students of Non-Working mothers**

Dimension (N=200)	Above Average	Average	Below Average
Personal inadequacy(PI)	11%	72.5%	16.5%
Interaction with peers and teachers	13.5%	78.5%	8%
Fear of examination	16%	78.5%	5.5%
Inadequate facility at college	13%	72%	15%
Parental expectation and SES	15.5%	69.5%	15%

Above table number 4 shows the dimensions of 200 students in terms of percentage, using the Academic stress scale. Percentage of undergraduate students are distributed in above average, average and below average, Regarding personal inadequacy it is 11%, 72.5% and 16.5% respectively, concerning Interaction with peers and teachers it is 13.5%, 78.5% and 8%, for fear of examination it is 16%, 78.5% and 5.5%, for inadequate facility at college it is 13%, 72% and 15%, for parental expectation and SES it is 15.5%, 69.5% and 15 %.



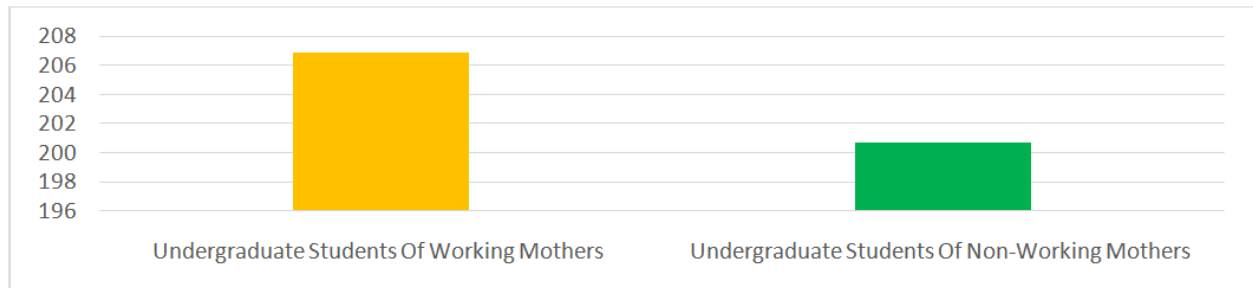
**Figure 4: Dimensions of Academic Stress in Undergraduate Students of Non-Working Mothers**

Analysis 5: The analysis for hypothesis Ho5 “There is no significant difference in academic stress in undergraduate students of working and non-working mothers.” was done to compare the Academic stress in undergraduate students of working and Non-working mothers. This is interpreted by the critical ratio (CR). Analysis of this is shown in table number 5.

**Table 5: Mean, S.D. & C.R. of Academic Stress in Undergraduate Students of Working and Non-Working Mothers**

Academic Stress	N	Mean	S. D.	C.R. Values	Level of Significance df=398
undergraduate students of working mother	200	206.82	28.97	2.09	significant at 0.05 level
undergraduate students of non-working mother	200	200.65	29.98		

In the above table no.5, it is indicated that the mean score of academic stress among undergraduate students of the working mother is 206.82 with S.D. 28.97. The mean score of academic stress among undergraduate students of the non-working mother is 200.65 with S.D. 29.98. The calculated CR value is 2.09 which is significant at



**Figure 5: Mean Values of Undergraduate Students of Working and Non-Working Mothers Regarding Academic Stress**

## CONCLUSIONS

The results from this study conclude that the academic stress in undergraduate students of working mothers is higher than that of students of non-working mothers. Personal inadequacy was found higher in students of the non-working mother, whereas other dimensions i.e. interaction with peers and teachers, fear of examination, an inadequate facility at college, parental expectation and SES were found higher in students of non-working mothers. The difference between students of working and non-working mothers are considerable, regarding academic stress.

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