

SUMMARY

of

Minor Research Project

**Stress in Urban Employed Mothers with Reference to the
Academic Performance of their School Going Children**

Submitted By

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Introduction

The role of women has remained the same throughout centuries and across time and at the same time goes through many changes and transitions. A woman's life can be compared to a circle. In this circle she stands at the centre point. Her various roles are like the needle of a compass that rotates her personality around her family and children. Circumstances work as radiuses that give her a totally new look which she herself cannot identify after a span of time. This circle is a vicious circle in which she enters and then cannot escape. Change in the status of women today is the result of natural and psychological phenomena. It has taken centuries for women's roles to unfold in different forms, shapes and sizes and to move in new directions. There are some locales where women live in a bygone century chained and shackled to the social structures, beliefs and wishes of others who carve a code of conduct on stone that is to be followed stringently by the women. Whereas there are other locales where women struggle to find freedom and space to define their roles in new occupations and create new paths for their lives.

Ancient writings like the Rigveda, the Upnishadas and other religious scriptures reveal that the Indian women enjoyed the right of equality along with men in all spheres of human activities like teaching and learning, religious rites, war and statecraft. However, the status of women during the post Vedic period and from about 300 BC onwards was degraded. Women lost their independence and became subject of protection. The state of affairs for women deteriorated further with the constant invasions of Moghuls. This was the Medieval India, which was a 'dark age for women. This age saw many foreign conquests which led to the decline in the status of the Indian women. According to Rajeshwari, L. (2012) as polygamy was a norm of the invaders, they picked up any woman they wanted and kept them in their "harems".

Economic dependence made women socially as well as economically backward. Thus in medieval India, the women's status was reduced not only socially but also economically which caused stress in women. According to Sahana (2011), it is a misconception that stress is a creation of modern world and ancient women did not experience it. The fact is ancient women were undergoing stress in the form of negative emotions like anger, greed, envy, etc. Women

were not allowed to take any decisions concerning their education, children's upbringing, and financial matters on their own. It was the men's prerogative to take decisions and women had to abide by them. In the 19th Century, during the British rule in India, the great reformers and thinkers like Raja Ram Mohan Roy, Dayanand Saraswati, Swami Vivekanand and Mahatma Gandhi played a vital role in the upliftment of the downtrodden women and in raising their status in pre-independent India.

After Independence the women of the 50's can be categorized based on their reasons and motivation for joining the workplace. Women entered the workplace for two different reasons; one who chose the work option primarily due to economic considerations and monetary reasons as their families required the resources. There were the others who belonged to families that owned businesses or were well placed in professional circles. They were educated, not compelled to do household chores, intelligent and capable and wanted to utilize their education to pursue professional activities. Some women entered the world of business due to the loss of a male family member. This was the beginning of the category of urban women who took on the dual responsibility of income generation as well as home management. Not being the "traditional mothers" who only looked after the home and the children, a feeling of guilt was instilled in them, unknowingly by the children, who in some way or the other compared them to the "traditional mothers". Children had to make certain adjustments which were beyond their imagination because of the traditional concept of mother-child relationship.

Urban women of the sixties regarded work as an integral aspect of their life; income generation, career and progression were considered significant. Educated and qualified women aspired for multiple roles vis-à-vis their mothers and grandmothers. Women wanted the whole package-home, marriage and children, as well as a career. They accepted the traditional demands and expectations from the older generation, but from their husbands, colleagues and children, they expected understanding and support in their careers. But this was misinterpreted by the society as defiance and it was unacceptable that women take on the role of decision maker, in spite of their being economic contributors in the family. The dilemma of fulfilling their own intellectual requirements, the knowledge of their own ability to go out of the house and take up a profession, the presence of the capability of the economic independence, but at the

same time awareness of the society's as well as the family's reluctance, put great pressure on their performing the dual role of the home makers as well as career women, leading to tremendous mental stress and pressure.

Although women of the seventies seemed better adjusted in both, the social and work roles they played their social role in the traditional mode and to some extent carried that role to the work place. This created the dilemma of choice between the traditional feminine role and the role of the working women which lead to a stressful family relationship. It also created two different worlds that were difficult to bridge. They were over- burdened by multiple jobs which swung them between different roles causing them to undergo stressful situations. This was the era where women could take many decisions that previously only men of the household took care of. But the change of women's status from only a home maker to money earner, to decision maker contributed greatly in increasing her stress.

The women of the nineties were increasingly aware of their right to choose and to shape their own destiny. Many women learnt to live alone, travel alone, and rear children alone, in case their marriages failed. Some women chose to remain single. Many married working women opted to remain childless, indicating a departure from adherence to traditional societal expectations. Others chose to limit their families to one or two children in order to achieve better professional as well as personal goals.

In the new millennium, the urban Indian women have taken lead from where others have left off and charted a new course for themselves They have discovered the voice that had been silenced for centuries. Thus the past, the present and the future have merged to create that space for women where movement and stability, where chaos and tranquility lose their absolutism to create a new rhythm. According to Dr. Pinky Saxena housewives are source of joy, comfort and inspiration to their husbands and as employed women they work outside their home successfully and are real builders of our nation.

Thus an overview of the status of urban women from a docile, silent, obedient individual to an individual who is now capable of decision making can be summed up as follows.

The concept of decision making by women in ancient days was totally absent, as women were not considered to be “thinking beings”. The extent of decision making was limited only to household chores and their managerial abilities were judged only in this area. Planning of an event was never a women’s prerogative, as the planning was done by the male members of the family and the execution of the same was done by the women, but under male supervision. Women were not supposed to ‘think’, hence the work allotted or expected from them was almost ‘automatic’ and after the completion of the work, the evaluation of the quality of the work done was carried out by the patriarch of the family. This was the pattern, and hence it became a way of life for the women.

As children’s education gradually became a priority, women who were housewives as well as employed, now took charge of this very essential task, along with the daily chores of the home. In homes where elders included grandparents, the task of caring for children, was shared, but in nuclear families, the entire responsibility of the child rearing and home chores fell upon the shoulders of the employed women. The performance of this dual and sometimes triple task, left women with no choice but to take decisions, carry out the tasks and then themselves, evaluate the work done by them

Time is a limited resource and hence needs to be managed with utter care. In today’s fast paced world, the need to “fit in” as many activities, within the available twenty four hours is an art. The demand on time depends a great deal on the stages of the family life cycle and as is obvious, time management for the mothers is the toughest when there are school-going children in the family. It is also obvious that in case of working mothers, the time demand is greater as they have to use the available time very judiciously. After a day’s hard work, the effort that is taken by the employed mothers to take time out and focus on the academic achievements of the children, is commendable. But it cannot be concluded that housewives have all the time in the world to devote towards their children’s education/academic achievement, as for them too, the time available is twenty four hours.

Moreover, a typical pattern of the education system today is the non-availability of time at the disposal of the school children too. The curriculum is such that even if the mothers have

time at their disposal, the children are unavailable to take advantage of this available time. Hence “time”, a limited resource has to be utilized by mothers in a very planned and judicious manner.

Money is another resource that requires management for financial survival, and this requires money management concept. It is a learned skill that needs to be practiced continuously. A budget, when planned today, significantly puts aside some additional money towards the education of the children- this may be in addition to the regular fees of the children, in the form of “tuition money”, or money for “additional classes”. In the Indian setting mothers are responsible for the academic performance of their children. Unlike the earlier days, when education of children was considered the sole responsibility of the school, due to the immense competition that has become a part of today’s life, education of children has almost become the most important aspect for parents of school going children. Mothers want their children to excel in all areas of academics and for this, they are willing to put aside or invest a sizable amount of money, which may be in form of tuitions or extra classes for their children.

Review of Literature

Stress in Employed Women

Thompson, B. M.; Kirk, A.; Brown, D., (2006), examined sixteen sources of felt stress that were rated by 206 women police officers. Exploratory factor analysis suggested a three factor model of operational; inter personal and management / organizational stress. Another sample of 213 police women confirmed the three factor structure. All the police women experienced significant high stress levels due to their nature of the job. The women police officers also indicated that they experienced stress at home front too, due to interpersonal relationships and the education of their children, which added to their overall stress.

P.V. Vijesh , P.S. Sukumaran, (2007) draw attention to the stress experienced by mothers of children with cerebral palsy attending special schools in Kerala State, India. Stress level was assessed using the local language version of the Questionnaire Resources and Stress and the data were analysed with respect to certain child related and mother related variables. The study

reveals that stress experienced by mothers of these children is at a moderate level and the pessimism expressed regarding the child's ability towards achieving self sufficiency, is found to be most stress producing factor. Among the child related stress in mothers, only multiple disabilities along with cerebral palsy is a significant variable that causes severe stress in mothers.

Meena Kumari; (2008), studied occupational stress among female high school teachers (n=361). The teachers were categorized into high and low burnout groups on the basis of Maslach Burnout Inventory test scores. The high burnout group scored significantly high on psychotism, neurotism, lie scale, emotional exhaustion, depersonalization but low on extra version, occupational stress and personal accomplishment. The low burnout group scored low on psychotism, neuroism, lie scale, emotional exhaustism, and depersonalization and reduced personal accomplishment, but high on extra version and occupational stress. Both the groups sufferd due to occupational stress which they carried forward to their homes which definitely aggravates their stress more due their home atmosphere like children's academic stress, household stress etc.

Klainin, P.; (2009), examined the inter-relationship among occupational stress, family stress, poor physical health and psychological distress. The study also assessed the mediating role of negative affectivity in the stress and health process. The sample selected was 271 female health care workers and a cross sectional non-experimental designer was used. Results indicated that occupational stress had a significant effect on psychological distress and family stress had a significant effect on both poor physical health and psychological distress, mainly due to the school performance of the children. Negative affectivity mediated the effect of occupational stress on psychological distress. The effect of family stress on the poor physical health and psychological distress were also partially mediated through negative affectivity.

Srimathi N.L. and Kiran Kumar, S.K. (2010), examined the level of psychological well being among working women in different professions (n=325) - industries, hospitals, banks, educational institutes and call centers / BPOs. These subjects were administered Carol Ryff's Medium Form of Psychological Well Being Scale. Results revealed that women employees working in industries had least psychological well being, followed by women working in health

organization. Women employees working in banks had medium level of psychological well being, where as teachers had highest score of well being. Though the case, the women were stressed due to their working status because not only they had to manage their resources like time and energy at home but also at work place. The major causes of stress for women at home front were interpersonal relations among the family members, children's academic performance, etc. The study further revealed that the working women faced conflicting situation and stressful life events, as they have to perform dual role at home and work front. Similarly the study also brought forward on important fact that working conditions at work place and nature of the job affects psychological well being of the women, which can be minimized if not eliminated by co-operation at individual, community and Government levels.

A Malaysian population based work-stress study by “Idris, M. A.; Dollard, M. F.; (2011), studied Psychological Safety Climate (PSC), Job Demands and Resources(JD-R; Baker & Demerouti), which were integrated to assess the impact of both job demand and job resources at work on employee depression, anger and engagement. It was hypothesized that PSC had an indirect effect on negative emotions like anger and depression via job demands and an indirect effect on positive emotion like engagement through job resources. The sample size was 269 included public and private employees from State of Selangor, Malaysia. Result showed that besides stress related to job demands, women employee also had to undergo stress in their homes, the reasons being the traditional male dominance in the household and the anxiety related to the children's academics, leading to suppressed anger and depression in the women.

Stress in students

Hussain, A., Kumar, A. and Hussain, A. (2008), studied 100 students of Class IX who were randomly selected (50 from Public school and 50 from Government schools). Their level of academic stress and over adjustment was examined. Sinha and Sinha Scale for measuring academic stress was used to study the magnitude of stress and Sinha and Sinha Adjustment Inventory for school students was used to examine the level of adjustment among the students. Results showed that magnitude of academic stress was significantly higher in Public School students where as the Government School students fared better in terms of their level of

adjustment. However, inverse but significant relationship between academic stress and adjustment were found on both the groups of students for each type of school. The results were also indicative of the effect of children's stress on parents due to high expectation in academic and other areas, negligence on the part of parents, etc. The parent's attitude towards the children may be a result of parental stress in expecting "the best" in the academics from their children.

Employed Woman:

Due to the advent of industrialization in India, introduction of western education and modern values into the Indian society, there has been a vast change into the lives of the women. In today's modern world, the role of urban woman is much beyond the home and child rearing.

According to Swati, S. (1998), "A woman, who has a job whereby she can earn money, is called an employed woman".

Urban Employed Woman :

"A woman residing in a city who has a job, where in job is defined as regular work which a person does to earn money".

Being an urban employed woman does not exempt the woman from the role of the homemaker; in fact she is expected to do all the domestic duties too. All this, adds up to the guilt due to her inability to give more time to her children and thus leads to stress.

Stress

- McEwen (2000) defines stress as, "A real or interpreted threat to the physiological or psychological integrity of an individual that results in physiological or behavioural responses. In biomedicine stress refers to situation in which glucocorticoids (GCs) and Catecholamines are elevated because of an experience".
- 'Stress is the adverse reaction people have to excessive pressure or other types of demand placed on them'.

Stress is the body's way of responding to any kind of demand, both by good or bad experiences and when people are stressed by something going on around them, their bodies end up reacting to this by releasing chemicals into blood, and these chemicals give people more strength, but also have turnabout effect and end up making them sad and depressed. Stress is

such an experience which is universal and experienced by all in different situations and contexts. Human beings differ from each other in their nature, capacity, and intensity of emotions, understanding and experiencing stress.

Types of Stress:

1. Positive Stress:-

It is also called as eustress which is one of the helpful types of stress. It is experienced right before when there is a need to exert physical force. It prepares the muscles, heart and mind for the strength needed to tackle whatever that is about to occur. Eustress also helps in creative endeavours. When some extra energy is needed, it helps in bringing inspiration and strengths. Due to eustress, the body immediately receives the strength that is needed to perform in a stressful situation.

2. Negative Stress:-

When the body undergoes tremendous stress, reduced feeling of productivity, wellbeing, joy, happiness and creativity, is experienced. Negative or bad stress is actually, too much demand on the body or mind caused due to a stressful situation. This distress is a result of severe loss, transition and change. The subcategories of negative stress are as follows:-

- **Acute Stress:** - Acute stress is a common, intense and short-term form of stress hence does not have enough time to do extensive damage that is often associated with long term stress. In small doses, it can be thrilling and exciting, and at the same time too much exhausting, taxing and wearing. It occurs immediately with a change of routine and from demands and pressures of the recent past and anticipated demands and pressures of the near future, but it passes off quickly.
- **Chronic Stress:-** This type of stress occurs when there is constant change of routine. It affects the body for a longer period of time than acute stress. The worst aspect of this stress is that the sufferer gets used to it, as well as forgets its presence. Chronic stress kills through violence, heart attack, stroke, suicide, etc.
- **Hyper stress:** - When persons are forced to undertake or undergo any stressful situation more than they can take, they experience this type of negative stress. Exposure to hyper stress for a very long period leads to serious emotional and physical problems.

- Hypo stress:-It is directly opposite to hyper stress. Hypo stress is actually insufficient amount of stress. This is that type of stress which is experienced by a person who is constantly bored as there is no enough transition, challenge or change in life.

Major causes of stress:

1. Major life events:

Events like death of a spouse, injury of one's child, failure at school, war, divorce etc. generate feelings of stress and anxiety. Sometimes events which seem non-traumatic like going on a vacation, some personal achievement etc. may also produce stress in the person, though this stress might not be that severe compared to the stress generated by traumatic events. In the context of urban life the concern for school performance, especially the results of the child reaches the highest level and with the progression of the child in his academics, parents of the child, particularly the mother experiences stress.

2. The Hassels of Daily Life:

Having too many obligations or social commitments, ensuring that household needs are properly and satisfactorily met while working outside home, and not having sufficient time to get things accomplished, all constitute daily hassles. Daily home work of the child, assignments, excellence or failure in weekly tests or orals and inability of the child to participate in sports and extracurricular activities of the school also results in stress in mothers.

3. Work related stress:

Gabriel and Lumatianen (2000) defined work related stress as, "the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources, or needs of the worker". Work related stress is not a disease, but it can give rise to mental and physical ill health.

4. Environmental sources of stress:

Man created disasters like terrorism, stealing, lying, breaking rules and laws, drinking and driving, etc, also exert potential stress in victims. These disasters are more traumatic than that of the natural disasters. Human produced disasters are usually the occurrences due to preventable human error. So, when such disaster takes place, person's expectations are

violated which leads to sense of loss of control. The environment to which the child is subjected to in the school, also provides for a major cause of stress in mothers.

5. Stress in mothers due to the school performance of the children:

There is a lot of joy involved in bringing up children. A mother experiences joy when she sees her child take her first step, her first spoken word, reaching out for objects, etc. But as the child grows the demand on her resources also increases. When a mother invests her money, time and energy and above all, her love, care and attention, she unknowingly starts to expect a “return” from her investment. The major stress faced by the urban mothers today is the stress due to school performance of their children. Mothers may be employed or housewives, the stress faced by them is present to some degree or the other. The aspirations for “excellent results” from their children and the anxiety of their performance, motivates mothers to push their children into performing various activities which may quite often be beyond the capacity of their children. When children do not come up to the expectations of their mothers, it leads to great mental stress in the mothers which also reflects in the behaviour of their children.

Thus for mothers, employed and unemployed, there is never a shortage of problems to solve and crisis to deal with. Mothers, then start to question their own abilities and are haunted with self doubt, which can again lead to many stressful situations. While some mothers are able to take cognition of the situation that are stressful and deal with them, using positive stress reducing techniques, there are mothers who are unable to identify the source of stress and also use negative stress reducing techniques, leading to stressful environment at home as well as work.

Effect of Stress:

The concept of stress is rather complex to explain. After all, although most people automatically think that stress is a bad thing, which actually is not true at all. Certain amount of stress in a person’s life is normal and even considered as being healthy. However once this stress begins to take control of an individual’s life or he feels as though he is becoming a different person, this is when stress becomes unhealthy and even dangerous. Stress-free situation does not exist at all.

Stress can be positive or negative, but neither one triggers the body's biological stress response in the same way.

Negative Effects of Stress:

When the body is exposed to high levels of hormones and neurotransmitters on a continuous basis then it eventually leads to malfunctioning in the endocrine system, nervous system and metabolic system. Over a time these hormones and neurotransmitters deplete as they are exposed to over and incessant stimulation for too longer period and thus result in a variety of detrimental health effects. The most serious and common effects from long-term stress are adrenal fatigue, neurotransmitter imbalances or deficiencies and hormone imbalance. These conditions lead to another long list of debilitating symptoms like depression, anxiety, inability to lose weight, hyperactivity, declining cognitive abilities, insomnia, chronic pain, excessive fatigue, allergies, addiction and a variety of other conditions.

Positive Effects of Stress:

Psychologists opine that stress, in moderate doses, is necessary in our life. Responses to stress are one of our body's best defence systems against outer and inner dangers. In risky situation like accidents or a sudden attack on life our body releases stress hormones that instantly make us more alert and our senses become more focused. Stress sharpens one's concentration when the person is attempting to ready oneself, one's mind and body to deal with a stressful environment. However, stress does not always produce adverse effect on a person experiencing it. People under intense stress sometimes do rise to the occasion and give excellent performance.

Research Methodology

Research methodology includes the problem statement, the data collected and how it was treated with inferential statistics to draw inferences from it. For drawing inferences, suitable statistical tests were applied based on the design and variables of the samples.

1. Problem Statement:

Rapid urbanization has become a social and economical phenomenon in the recent times. It is basically rooted at the cause of economic development and prosperity of an individual. In an urban setup the abilities to survive and develop include those skills and knowledge which are linked to formal education at large. It is therefore for economic viability and prosperity of the family and on account of social independence, a separate class of employed mothers has evolved in cities. On the other hand there is a class of mothers who are unemployed. Both these classes of mothers are equally concerned about the formal education of their children. They can go to any lengths to see that their children succeed in every area of school performance and this creates various types stresses in them.

This research was intended towards understanding mothers' stress and analyzing stress management techniques adopted by them.

2. Selection of Sample:

For the research, urban employed women (mothers) were selected by purposive random sampling from five district of Vidarbha region (Nagpur, Wardha, Amravati, Bandara and Akola). For the purpose of the present study, the urban women were selected after they agreed to take part in the research by completing the questionnaire that was administered to them. A total of five (05) schools were selected from each city. Students, boys and girls, from class 7th, 8th and 9th were identified on the basis of their mother's employment status.

The urban employed mothers of children below 7th standard were not considered, because the researcher inferred that the level of stress of mothers increases with that of the class in which their children study in, that is, higher the class, more the stress experienced by the mothers. During the pilot study it was found that the schools were also reluctant to provide data of children studying in 10th class, as every minute of the students time was considered precious, hence the study did not include mothers of students from class 10th.

3. Size of the sample:

The sample for the study from each city was one hundred and twenty (120) and the total

sample from all five (05) cities was six hundred (600) employed mothers.

4. Selection of Tools and Techniques:

In order to understand the stress experienced by mothers, the researcher developed a special set of questionnaire containing 48 questions which was administered to the employed mothers. Considering the nature of the present study, following methods of data collection were selected and used.

(A) Self prepared, Pretested Questionnaire:

Self prepared and pretested questionnaire was used for urban employed mothers. The total number of questions was 48, which were further divided according to the following categories:

Through the questionnaire general information of the mothers, general stress experienced by the mothers and stress due to the school performance of the children was also investigated. The school performance of the children in the school was judged in four areas, that is,

- (a) performance in the examination,
- (b) performance in academic activities,
- (c) performance in co-curricular activities and
- (d) performance in extracurricular activities.

The school performance of the children in the school was judged in four areas, that is,

- (a) Performance of children in examination, (12 Questions)
- (b) Performance of children in academic activities (12 Questions)
- (c) Performance of children in co-curricular activities (12 Questions)
- (d) Performance of children in extra-curricular activities (12 Questions)

(a) Performance of the Children in the Examination

Number of questions: 12

Scores:

0 – 4	Low Stress
5 – 8	Medium Stress
9 and above	High Stress

(b) Performance of the Children in Academic Activities

Number of questions: 12

Scores :

0 – 4	Low Stress
5 – 8	Medium Stress
9 and above	High Stress

(c) Performance of the Children in Co-curricular Activities

Number of questions: 12

Scores:

0 – 4	Low Stress
5 – 8	Medium Stress
9 and above	High Stress

(d) Performance of the Children in Extracurricular Activities

Number of questions: 12

Scores:

0 – 4	Low Stress
5 – 8	Average Stress
9 and above	High Stress

Scoring:

The respondents had to answer all questions by ticking the option of their choice. The choices given to them were in form of “YES” or “NO”. The response ticked as “YES” was counted as 01, while the one ticked as “NO” was counted as 00. The scores were calculated as- more the total score, higher is the stress.

Necessary inferences were drawn from the obtained scores. In addition to this, ratios, percentages, mean, SD, etc were also used. Graphical representations in the form of graphs are given wherever necessary.

5. Collection of Data:

The data was collected from 600 urban employed mothers whose children were studying in standard 7th, 8th and 9th.

As per the selection of the sample, the urban employed mothers were identified with the help of the data provided by the class teachers of the children studying in class 7th, 8th and 9th. The researcher then personally contacted these selected mothers and the required information for the research was obtained by using the self prepared questionnaire.

Aim:

“A study of stress management of urban employed mothers with regard to their children's school performance”.

Objectives:

- 1) To compare level of stress experienced by the urban employed mothers of school going children with respect to the Age of the mothers and -
 - a. Performance in examination.
 - b. Performance in academic activities.
 - c. Performance in co-curricular activities.
 - d. Performance in extra-curricular activities.
- 2) To compare level of stress experienced by the urban employed mothers of school going children due to the School Performance of their children with respect to the Educational Qualification of the mothers.

- 3) To compare level of stress experienced by the urban employed mothers of school going children due to the School Performance of their children with respect to the Type of Employment of the mothers.
- 4) To compare level of stress experienced by the urban employed mothers of school going children due to the School Performance of their children with respect to the Type of Family (Joint and Nuclear)..

6. Data Analysis and Discussion:

The data of the research was analyzed and mean, percentages, standard deviation and coefficient of variation was calculated. The results obtained were as follows:

From the data collected and analyzed it is observed that, the C.V. (Coefficient of Variation) of the women in the age group of 30-35 years was less than that of the women in the age group 40-45 years in all the three levels of stress respectively, which indicated that though the women from the age group 30-35 years experience high level of stress due to the performance of their children in examination, there is a uniformity due to reason like young age, have more exposure to media, awareness towards handling stress in a proper way than the women from the age group 40-45 years.

After analyzing the data it was observed that, the C.V. (Coefficient of Variation) of the women in the age group of 30-35 years was less than that of the women in the age group 40-45 years in all the three levels of stress respectively, which indicated that though the women from the age group 30-35 years experience high level of stress due to the performance of their children in academic activities, there is a uniformity due to the same reasons as stated previously- young age, flexibility in child upbringing practices, have more exposure to media,

awareness towards handling stress in a proper way than the women from the age group 40-45 years.

The data when analyzed it is seen that, the C.V. (Coefficient of Variation) of the women in the age group of 30-35 years is less than that of the women in the age group 40-45 years in all the three levels of stress respectively, which indicates that though the women from the age group 30-35 years experience high level of stress due to the performance of their children in co-curricular activities, there is a uniformity due to the same reasons as stated in previous two points- young age, more stamina, availability of more time and energy to help their children in helping children in their co-curricular activities, have more exposure to media, awareness towards handling stress in a proper way than the women from the age group 40-45 years.

After analysis of the data, it was inferred that, the C.V. (Coefficient of Variation) of the women in the age group of 30-35 years was less than that of the women in the age group 40-45 years in all the three levels of stress respectively, which indicated that though the women from the age group 30-35 years experience high level of stress due to the performance of their children in extra-curricular activities, there is a uniformity due to the same reasons as stated in previous two points- young age, more stamina, availability of more time and energy to help their children in helping children in their co-curricular activities, have more exposure to media, awareness towards handling stress in a proper way than the women from the age group 40-45 years.

It was inferred that the C.V. (Coefficient of Variation) of the women who are Post Graduates and Professionally Qualified was less than that of the women educated up to Class XII and Graduation in all the three levels of stress respectively, which indicated that though the Post

Graduate and Professionally Qualified women experience high level of stress due to the school performance of their children, there is a uniformity. The reason may lie in their being highly educated. These women are exposed to the new childrearing practices, they are aware about children's psychology and exposure to internet which enrich their knowledge about stress busters, positive thinking, stress relieving techniques, etc.

Data analysis indicated that, the C.V. (Coefficient of Variation) of the women who have Semi Government jobs is less than that of the women who have Government and Private jobs in all the three levels of stress respectively, which indicated that though women working in Semi Government Sectors experience high level of stress due to the school performance of their children, there is a uniformity. Women working in Private and Government Sectors experienced maximum stress due to the working conditions, excessive work load, and inadequate salary, etc.

The analyzed data indicated that the C.V. (Coefficient of Variation) of the women who belong to nuclear families is less than that of the women who belong to joint families in all the three levels of stress respectively, which indicated that though women from nuclear families experience high level of stress due to the school performance of their children, there is a uniformity.

Recommendations

Results and conclusions obtained from this research will be helpful for the following:

Teachers:

- The results obtained from this research will help the teachers in understanding the various types of pressures and stresses faced by mothers that are the result of the pressure faced by students to excel in academics.

- The results will help the teachers in understanding that there is a need for better communication with parents of students, in order to reduce the tensions faced by the parents and especially the mothers.
- This research will help the teaches in understanding that the stresses faced by mothers, when reduced, can result in better co-operation from mothers and this in turn, will make the task of teaching, for teachers, easier.

Mothers:

- This research will help the mothers in understanding that the stresses they face due to the academic achievement of children need to be addressed by them and positive techniques of dealing with their stress need to be used by them.
- The results of the research will help the mothers in understanding their own stresses and using appropriate techniques to reduce these stresses, and establish better rapport with their children as well as their teachers.
- When better rapport is established, the task of dealing with children’s academic issues is facilitated and better results can be expected from children.
- The research also suggests how the use of positive coping techniques can help in the reduction of stress. This will encourage the mothers to find out their own stressors and deal with them in a positive way.

Educators:

- The results of the research will be a feed back for the educators regarding the effect of the curriculum prescribed and its effect on parents.
- The research will help educators in framing curriculum that is useful, easily attainable, and realistic from the point of view of students.
- While framing the curriculum, the educators can plan activity based curriculum that is attainable and can be performed by students should be focused upon, and not projects and tasks that have to be ultimately done by parents, resulting in stress for parents.

Counsellors

- This research will help Counsellors in guiding mothers in understanding the actual cause of stress faced by them.
- The psychological counsellor, many a times, has to deal with mothers who complain of psychosomatic disorders. Through appropriate methods of finding out the cause of these

disorders, it is found quite often that the causes of stress are many but may not always be related to inter-personal relationship only. The present research will help the counselors in understanding the extent to which a mother undergoes stress due to the academic achievement of her child.

- The counselor can guide the mothers in understanding the necessity of accepting the specific aptitude of her child and focus her expectations on this acceptance. This will automatically help in reducing the expectation and thus reduce the stress faced by her.
- The counselors can devise method to reduce stress by formulating positive coping techniques and guide the mothers in using these techniques, according to their own specific needs.

Thus the present research can be of great help not only to the mothers, the teachers, the educators, and counselors, but also to the students, as when the crux of the problem is understood and solutions obtained and applied, can lead to a healthier relationship between parent-child, child-parent-teacher and parent-counselor. This will ultimately lead to a healthier society with happier parents, children and teachers.

Limitations:

1. The research was limited only to five district of Vidarbha region (Nagpur , Wardha, Amravati, Bhandara and Akola)
2. The research was limited only to 600 urban employed women.
3. The urban employed whose children were studying in the lower classes, that is, below 7th, 8th and 9th were excluded from the study.
4. The mothers of children studying in 10th class were not included in the study.
5. The research did not examine the stress experienced by mothers according to the gender of their children.
6. The research was limited to only employed mothers, unemployed as well as rural mothers were excluded.

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