



A Study of Differences of Anxiety Among Primary School Children in relation to Working and Non-Working Mothers

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The most emotional problem faced by us is not that of controlling confronted with the more violent emotions of rage or fear but rather that of dealing with the more subtle emotions of Anxiety. Anxiety is a vague, persistent and pervasive emotion. In its stronger and more neurotic form it may even be characterized by a feeling of disorientation, inadequacy or helplessness as to the individuals capacity to cope with himself, with others, with life in general or with some more specific situations.

Freud (1936) may be regarded as the pioneer in the scientific tradition to see the fundamental significance of problem of Anxiety, though several thinkers prior to him visualized the critical importance of this psychological phenomena in the understanding of a human behaviour. More specifically Freud directed attention to anxiety as the basic process for throwing light on emotional psychological disorders. According to Freud, the capacity for anxiety is innate in the organism, that it is part of the self preservation instinct and that it is phylogenetically inherited.

Freud placed great emphasis on the importance of Anxiety in problem of personality. According to his theory, Anxiety is one of the most important concept as a condition determining the process of personality development and in understanding how personality functions and how neurosis develops. Freud's theory of the defence mechanism of the ego is built around Anxiety for the defence operated in way of protecting the ego from painful anxiety. Freud consider anxiety as a consciously painful experience which arouse from excitation of the internal organs of the body. In the conscious state, the person is able to distinguish anxiety from other experience of pain. Freud explained three kinds of anxiety. 1) Reality Anxiety, Steming from danger or threat from the external world. 2) Neurotic Anxiety arising when impulses threaten to break through ego controls and cause behaviour which will lead to punishment and (3) Moral Anxiety, manifesting when an individual does something or even contemplates doing something that conflicts with his super ego values and arouses a feeling of guilt. Another Psychologist Maslow(1961) suggests that , the term although fear and anxiety are commonly used interchangeably, the term anxiety has been mostly working for only the relatively vague and formless fears. Anxiety though diffuse and unspecific, can often make an individual constricted more than fear. Anxiety indicates a threat to the values which an individual hold vital for his existence as a person with value depreciated, his whole life losses meaning and he feels that he might as well as not exist. Fears are specific threat to the peripheral aspects of these values, where as anxiety hints the hard core of individual values.

Statements of the problem

The relationship between individuals and groups depend upon the mental state, personality and situational characteristics of individuals and groups. Anxiety has more importance in the modern era of crisis, dissatisfaction and stress in the several aspects of life in individuals and groups. It is quite necessary to understand the humane relation in relation to personality and situational characteristics, the study of anxiety become more necessary.

It has been observed that situational factors are important determinant of anxiety levels. Thus, it was thought that the employment of mother may have direct bearing on the level of anxiety among Primary school children.

To Study differences of Anxiety among Primary School Children in relation to Working and Non-Working Mothers.

OBJECTIVES OF THIS STUDY

- 1. To find out differences in anxiety score's of children whose mothers are working and non working.**
- 2. To find out sex differences in anxiety score's among Primary School Children.**
- 3. To find out differences in anxiety scores between boys and girls of working mother.**
- 4. To find out differences in anxiety score's between boys and girls of non-working mother.**
- 5. To find out differences in anxiety score's between boys of working and non-working mother's.**
- 6. To find out differences in anxiety score's between girls of working and non-working mother's.**

HYPOTHESIS OF THIS STUDY

1. There will be no significant differences in the anxiety score's overall between children of working and non-working mothers.
2. There will be no significant difference overall, in anxiety score's between boys and girls of primary school.
3. There will be no significant difference in anxiety score's between boys and girls of working mothers.
4. There will be no significant difference in anxiety score's between boys and girls of non working mother.
5. There will be no significant difference in anxiety score's between boys of working and non working mother's.
6. There will be no significant difference in anxiety score's between girls of working and non working mothers.

DEFINITIONS OF KEY TERMS

- 1) **ANXIETY:** For the purpose of this study anxiety has been functionally defined as apprehension, tension or uneasiness characterized by fear, dread or uncertainty, the source of which is largely unknown are unrecognized by the individual.
- 2) **PRIMARY SCHOOL CHILDREN:** Primary School children are those children, who are studying in fourth and fifth classes of selected Primary School for this study.
- 3) **WORKING MOTHER :** Working mother are those who hold any position in any organization.
- 4) **NON-WORKING MOTHER :** Non-working mother are those who are not working in any organization. They are engaged in their domestic affairs.

DELIMITATIONS OF STUDY: This study was delimited in terms of its scope, sample and other relevant aspects in order to complete it successfully within the limited time.

- a) The field of this study was restricted to some selected Primary Schools in Dehradun.
- b) This study was based on a sample of 200 Primary School Children of working and non-working mothers
- c) This study has been restricted to the following Primary School situated in Dehradun.
 - i) Mangala Devi Inter College , E.C. Road,Dehradun
 - ii) Guru Ram Rai, Raja Road, Dehradun
 - iii) Marshall School, E.C. Road,Dehradun
 - iv) Guru Ram Rai ,E.C.Road,Dehradun
 - v) Laxman Bharti School,Sewak Ashram Road,Dehradun

Sample Design and Methodology:

The study was conducted on a sample of two hundred primary school children of working and non-working mothers. The children belonged to average class and were randomly selected from the school register of five different primary schools.

The break up of the sample according to the employment of mothers and sex of children has been given in table -1.

TABLE 1
Breakup of the Sample according to the employment of mothers and sex.

Sex of Children	Working	Non-Working	Total
Boys	50	50	100
Girls	50	50	100
Total	100	100	200

Measures:

To measure the anxiety of primary school children, the following tool of anxiety was utilized.

Child Anxiety Scale:

The child Anxiety Scale has been constructed by Cattell Etal(1978), this scale has been administered to assess the anxiety of primary school children. It consists of twenty pictures with two responses. The twenty items of the picture having two responses assess the anxiety of primary school children.

Administration of the test :

In order to simplify administration and achieve anxiety score's , demonstrations were given on a blackboard, about how children should mark their answer with a large X on the circle of their choice.

Investigator told subjects that there are no right or wrong answers and that children should not pay any attention to what others are doing.

The children were instructed to tell investigator about their self about how they think and about how they feel. The questions were asked to children by the investigator and children were directed to give their responses by making marks on the given paper. Subjects were told , the paper has a lot of boxes on it. In each box there is a red circle at one end and a blue circle at the other end. Investigator asked question to the children and reminded to make their answer by marking a 'X' on the red circle or the blue circle.

Scoring :

The answer sheets were scored with the help of punched keys strictly according to the procedure given in the manual of the test.

Statistical Analysis

Investigator collect the data from statistical analysis of the result. The statistical analysis were obtained on the basis of responses of the children of working and non-working mothers. The statistics used were mean, standard deviation, critical ratio and analysis of variance. This is how the analysis of the data will be done.

RESULT AND DISCUSSION

To find out the differences in the level of anxiety of children whose mothers are working and non-working. The raw scores of both the groups were tabulated separately and their means, SDs were calculated. To find out whether these means differ significantly or not, they were subjected to 't' test of significance of difference between means. The result have been presented in table -3.

H₀₁ Anxiety scores of the children of working and non-working mothers .

Table 2

	Number of Participants	Mean	SD	CR	p
Children of working mothers	100	7.74	3.46	3.52	.01
Children of non-working mothers	100	9.36	3.10		

According to the above table 2, the anxiety scores of primary school children of working and non-working mothers have significant differences. The critical ratio is found to be 3.52, which is significant at 0.01 level of confidence. This indicates that the employment of mother has important role in determining the anxiety level of children. Thus hypothesis no 1 stands rejected.

The result are contrary to common belief. It reveals that children of non-working mother are significantly more anxiety ridden in comparison to the children of working mothers. In the present day, economically oppressed and socially turmoil Indian society, the result can very well be explained. The working mothers earn something to remove the economic difficulty of the family. They also have chance to go out of the four walls of houses and avail a lot of social contact to get outlet for their pent-up emotional tensions. The economic earning and social outlets might have created a mental condition among working mother which make them anxiety free. This state of mind in turn might have made their sons and daughters also free from anxiety. On other aspects, mothers having no employment may face economic difficulty in house hold affairs and this might have made them more anxiety ridden. These circumstances enhance their anxiety among non-working mother might have made their children more anxious as indicated by the results.

H₂ To find out the sex differences between anxiety level of primary school children. The result have been presented in table 3.

Table 3

	N	Mean	SD	CR	p
Boys	100	7.40	3.86	5.02	.01
Girls	100	9.26	2.38		

It is apparent from the table 3 above that over all anxiety scores of boys and girls have significant difference. The critical ratio is found to be 5.02 which is significant at .01 level of confidence. The null hypotheses No 2 stands rejected. As such it may be concluded that girls are significantly higher in anxiety than boys at primary school level.

The results have shown that girls accepted more responsibility for unsuccessful academic performance than boys and that in the self evaluation conditions,, boys were significantly less anxious than girls.

H₃ Further to find out the differences in anxiety scores between the girls of working mothers and girls of non-working mothers.

The anxiety scores of both the groups were tabulated.

To find out the differences in anxiety scores between Girls and boys of working mothers.

The results have been presented in Table 5

Anxiety scores of the boys and Girls of working mothers

Table 4

	N	Mean	SD	CR	p
Boys	50	6.46	3.78	2.46	.05
Girls	50	8.18	3.18		

It is shown from table 4 that anxiety scores of girls of working mothers are higher in comparison to boys of working mothers. The obtained CR value is 2.46 which is found to be significant at 0.05 level of confidence. Thus, null hypothesis No 3 stands rejected. As such it may be concluded that sex affects anxiety level of children of working mothers at primary school level.

H₄ To find out the differences between anxiety scores of boys and girls of non-working mothers.

Table 5

	N	Mean	SD	CR	p
Boys	50	8.34	2.88	3.37	.01
Girls	50	10.33	2.98		

It is evident from the table 5 that the anxiety scores of boys and girls of non-working mothers have significant difference. The critical ratio is found to be 3.37 which is significant at .01 level. This indicates that the sex of non-working mothers' children have important role on determining the anxiety scores of children. Thus, null hypothesis no 4 stands rejected. As such it may be concluded that girls of non-working mothers are significantly higher in anxiety than boys at primary school level.

H₅ To find out the differences in anxiety scores between the boys of working mothers and boys of non-working mothers.

The anxiety scores of both the groups were tabulated separately and their mean, SDs were calculated.

To find out whether these means differ significantly or not. They were subjected to 't' test of significance of difference between means. The result have been presented in table 5

Table 6

Anxiety scores of the boys of working mothers and boys of non-working mothers along with Means, SDs and CR value:-

	N	Mean	SD	CR	p
Boys of Working Mothers	50	6.46	3.78	2.51	.05

Boys of Non-Working Mothers	50	8.34	2.88		
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It is evident from the Table 6 that boys of working mothers and boys of non-working mothers significantly differ between their anxiety scores. The critical ratio is found to be 2.51, which is significant at .05 level. This indicates that the employment of mother has important role in determining the anxiety scores of children. Thus null hypothesis No. V stands rejected. As such it may be concluded the boys of non-working mothers are significantly higher in anxiety than boys of working mothers at primary school level.

H₆ To find out the differences in anxiety scores between the girls of working mothers' and girls of non-working mothers.

The anxiety scores of both the groups were tabulated separately and their means, SDs were calculated. To find out whether these means differ significantly or not, they were subjected to 't' test of significances of difference between means. The results have been presented in table 5.

Table 7

Anxiety scores of girls of working mothers and girls of non-working mothers along with means,SDs and CR value:-

	N	Means	SD	CR	p
Girls of Working mother	50	8.18	3.18	3.47	.01
Girls of non-working mother	50	10.38	2.98		

It is evident from the above table 7 that anxiety scores of the girls of working mothers and girls of non-working mothers have significant difference. The critical ratio is found to be 3.47 which is significant at .01 level. Thus null hypothesis no 6 stands rejected. As such it may be concluded that girls of non-working mothers are significantly higher in anxiety than girls of working mother at primary school level.

Conclusion:

The present research paper is used to determine differences of anxiety scores among primary school children in relation to working and non-working mothers.

To measure the anxiety score of primary school children, the child anxiety scale was utilized, constructed by Cattell (1978).

The result on the basis of present study, the investigator is in a position to say that the girls are more anxious than boys. The anxiety scores are higher than anxiety scores of boys.

Working mother was observed to be important determinant of anxiety scores among primary school children. The children of working mothers are less anxious than the children of non-working mothers. The anxiety score of children of non-working mother are higher than the anxiety score of children of working mothers.

The investigator can draw the following conclusions from the present investigation:

- a) The employment of mother was found to be an important determinant of anxiety level among primary school children.
- b) The sex of primary school children was found to be an important determinant of their anxiety level.

- c) The significant difference was found between the anxiety scores of boys and girls of working mothers, between boys of working and non-working mothers and between girls of working and non-working mothers.
- d) No significant interaction effect was found among anxiety score of primary school children.

Suggestions for further research:-

Research in any area of knowledge is never a close chapter. There is always a need of finding solutions to new problems and testing the veracity of the solutions to older problems.

In the light of the results of this study the following suggestions may be made for further research:

- 1) Multi variate designs should be followed and different variables should be taken into account for further research.
- 2) Longitudinal study should be concluded to draw more powerful inferences.
- 3) Study should be conducted with rural as well as urban samples.
- 4) Study should be conducted taking into account fathers occupation in addition to mother's occupation.

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