

STUDY OF HYPERACTIVITY AND ANXIETY LEVEL OF THE CHILDREN OF WORKING AND NON-WORKING MOTHERS

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ABSTRACT: A mother is said to be the first school for her child. The moment the child is born; mother's instincts, affection, standards and ideals eventually shape her child. The healthy development of the child depends almost exclusively upon mother-child relationship. In this study an attempt has been made to study the hyperactivity and anxiety level of the children of working and non-working mothers. It is a descriptive study. The sample consists up fifty children of Jagadhri block twenty five children belonging to working and twenty five children non working mothers. Analysis and interpretation of data has been done with the help of M, MD, SF and 't' ratio.

INTRODUCTION

The moment the first child is born, the mother is also born. Before that the women existed, but the mother never. A mother is something absolutely new. Every member of the family occupies a vital position in the interaction map of the child. Among them the role of the mother is very important and varied. No one in the world can take the place of your mother. Right or wrong from her view point, you are always right. She may scold you for little things, but never for the big ones. When you are a mother, you are never really alone in your thoughts. A mother always has to think twice, once for herself and once for her child.

Teaching our children moral rules is more important than sending them to an expensive private school. Mother that stay home can, many times, do a better job of instilling values in their children. Being a woman in the nineties is difficult; most women feel pulled in more than one direction. Some women want it all, and they attempt to have it all. Other mothers put their careers on hold until their children are older, which sometimes attracts the disdain of family members, friends, and peers. This decision is one of the most important a woman ever faces. Some women have no choice; they are single mothers who must work. Other women do have a choice. These women are married with stable incomes, which allow them to exercise their freedom of choice who meets her child's needs for nurturing, attention and education the best; is it the stay at home mom or the working mom.

NEED OF THE STUDY

The healthy development of the child depends almost exclusively upon mother-child relationship. Therefore this becomes essential to provide children with appropriate soothing environment so that their abilities, capabilities and personality can be developed effectively according to the need of self and society. In homes, where there is a working mother the child is likely to lack a sense of motivation or standards and feeling of personal worth:

That is why it is necessary to investigate the effect of maternal work on the children's trait as hyperactivity and level of anxiety.

THE OBJECTIVES OF THE STUDY ARE:

- (1.) To compare the level of hyperactivity of the children of working and non-working mothers.
- (2.) To compare the level of anxiety of the children of working and non-working mothers.

THE HYPOTHESES FORMULATED FOR THE STUDY ARE:

- (1.) There is no significant difference in the level of hyperactivity of the children of working and non-working mothers.
- (2.) There is no significant difference in the level of anxiety of the children of working and non-working mothers.

DELIMITATION OF THE STUDY:

1. The present study is limited to hyperactivity and anxiety level of children.
2. The study is limited to children of 16-18 years old.
3. The present study is limited to children of Block Jagadhri Block of Yamuna Nagar district .

SAMPLE:

The sample of the present study consisted of 50 children of 16 to 18 years of age of Jagadhri Block twenty five children of each of the two groups.

STUDY VARIABLES:

Present study involves two organismic variables i.e. anxiety and hyperactivity.

MYTHOLOGY APPLIED:

Present investigation is a kind of descriptive study.

TOOLS USED:

Sarason's General Anxiety Scale for children. (SCASC). This scale is helpful to locate the anxiety level of children up to an age of 16 to 18 years and Test for Hyperactivity by Dr. Rekha Agarwal.

STATISTICAL TECHNIQUE:

Both descriptive and inferential statistics were employed for analysis of data. The mean, standard deviation and 't' test were used.

1.1 Findings related to significance of difference between hyperactivity of the children of working and non-working mothers. Mean of hyperactivity of children of working and non-working mothers.

Table 1.1

Hyperactivity	Mean	S.D.	S.ED	t-value	Level of Significance
Children of working mothers	50	19.90	4.92	1.21	Not Significant even at 0.05 Level
Children of Non-working mothers	44	14.5	-	-	

The obtained value of 't' is 1.21 which is less than the at .05 level and 2.39 at .01 level. Hence, the null hypothesis was accepted and it was concluded that there was no significant difference in the level of hyperactivity of the children of working and non working mothers.

1.2 Findings related to significance of difference between anxiety level of working and non working mother children.

Table 1.2

Anxiety Level	Mean	S.D.	S.ED	t-value	Level of Significance
Children of working mothers	23	16.85	4.81	1.03	Not Significant even at 0.05 Level
Children of Non-working mothers	18	17.2	-	-	

The obtained value of 't' is 1.03 which is less than the table value of 't' which is 1.67 at .05 level. Hence, the null hypothesis was accepted and it was concluded that there was no significant difference in the level of anxiety level of the children of working and non-working mothers.

MAJOR FINDINGS:

- Children of working mothers tend to suffer from anxiety.
- Children of working mothers are more hyperactive than children of non-working mothers.

IMPLICATION OF THE FINDINGS:

- Working mothers should spend more time with their children so that they do not feel themselves alone.
- Working mothers should cater to the needs and requirements of their children. In spite of their busy schedule they should pay more attention to the problems of their children.
- Special care and separate classes should be arranged for hyperactive children.
- Counseling services should be arranged for students according to problems as well as their potentials.
- Parents and teachers should give them a healthy environment in which they can feel themselves secure.

IMPLICATIONS FOR THE PARENTS:

- Parents should get involved with their child's activities so that they do not feel alone.
- Parents should consider the needs of their children and the overall development of child should be given importance.
- Parents should not impose restrictions while dealing with only problems.

IMPLICATIONS FOR THE TEACHERS.

- The teacher should try to understand the problems of students.
- Teacher should help to develop the desirable qualities for child's personality.
- Teacher should arrange the special and separate classes for the hyperactive children.
- Teacher should pay special care and attention for the anxious children.
- Counseling should be provided to such children.

SUGGESTIONS FOR FURTHER STUDIES:

- The research should be carried out on a large sample.
- The investigation has included both boys and girls. The research can be carried out separately on boys and girls as they are different in their dispositions. More over, there is a scope for comparative studies age wise as well as sex wise.
- A variety of dependent variables related to various aspects of children's personality may also be studies in future research.
- Environment of home does effect the traits of children. It seems that there are more hidden environmental factors that have to be explored further.
- Instead of 't' test, researcher may use factorial design of analysis and co-relational methods while statistically analyzing data.

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