

Online Classes and Working Mothers Conception as Educators: an Expository Study

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Abstract

Women have additional barriers and challenges to reentering the workforce and childcare is one among them. The Pandemic lockdown is ending up putting tons of stress on parents primarily working mothers of India. When schools are closed and conducting classes through the web mode urged the oldsters to facilitate the training of youngsters' reception and struggle to perform their task. The online learning during the pandemic requires active guidance from parents especially mothers. It add additional burden for women. For several working mothers the pandemic is upending their work and life balance and affecting their physical and psychological state. Working mothers have huge stress of handling their children online classes. The additional workload and anxiety are heaped upon the already multifaceted responsibilities of working mothers who already live in the edge of burnout in meeting the cooking, caring of family members and their work environment responsibilities. Based on the above background the objectives of this study are, to analyse the management ways of online classes for active learning of their children, to trace out the stress factor about the online classes among the working mothers, to study the behavioral changes among children in online class mode and to measure the depressive symptoms among the working mothers.

The sample for the present study was consisted of 148. In the present study working mothers of private and government concern were taken. As the data collection isn't possible from the whole population of virudhunagar district due to the limited resources and time. Purposive sampling technique was chosen to get information representing the characteristics of the population.

Key Words: Online Classes, Stress and Behavioral changes of children

Introduction

The word Covid – 19 pandemic has changed every aspect of our lives including the way we work. Women, who have traditionally taken on medical care giving duties, are especially hard hit, with added daily responsibilities and a host of latest challenges to their life and work arrangement. Schools are opening with distance learning it certainly may be a new set of obligations on parents to assist their kids more through the day and that we know women tend in touch the lion's share of that childcare and distance learning work. Women have additional barriers and challenges to reentering the workforce and childcare is one among them. The Pandemic lockdown is ending up putting tons of stress on parents primarily working mothers of India.

School closures and online learning carry high mental pressures for working mothers. Its impact is especially severe for the working mothers. When schools are closed and conducting classes through the web mode urged the oldsters to facilitate the training of youngsters' reception and struggle to perform their task. The online learning during the pandemic requires active guidance from parents

especially mothers. It add additional burden for women. For several working mothers the pandemic is upending their work and life balance and affecting their physical and psychological state.

Working mothers have huge stress of handling their children online classes. The additional workload and anxiety are heaped upon the already multifaceted responsibilities of working mothers who already live in the edge of burnout in meeting the cooking, caring of family members and their work environment responsibilities.

Statement of the Problem

Numerous schools are opening with distance learning, it certainly a replacement set of obligations on parents to assist their kids more through the day. Emotional well-being of working women is greatly affected by the overloaded responsibilities. Due to the new mode of education process most of the working women experiencing more mental stress or anxiety. Dealing the online classes is particularly stressful experience for working mothers who must balance their personal life, work and raising children being left alone without other resources. This situation puts working mothers at a higher risk of depression.

Objectives of the Study

- To analyse the management ways of online classes for active learning of their children.
- To trace out the stress factor about the online classes among the working mothers.
- To study the behavioral changes among children in online class mode.
- To measure the depressive symptoms among the working mothers.

Methodology of the Study

The study aimed toward gathering data about the psychological well-being among working mother regarding their children care and online learning perspectives.

Questionnaire

An in depth questionnaire is meant for collection of knowledge from working parent of school going children. The questionnaire is split into two parts. Part one has been designed to understand the working women management of online learning classes. Part two has been set to determine the worried behavioral changes of children and stress factor about the online classes .

Data Collection

The data was collected by administrating a questionnaire to the targeted population. For this purpose the researcher has conducted face to face interveiw to gather the relevant data. To determine the strain level personal discussions also were held separately with them.

Analysis of Data

Simple percentage analysis has been used to analyse the data related to background profile of the respondents, behavioral changes among the children, managing online classes. Garret ranking technique has been used to analyse the stress factor about online learning. Beck Depression Inventory scale technique has been applied to check out the depression level among the respondents.

Sampling Technique

The sample for the present study was consisted of 148. In the present study working mothers of private and government concern were taken. As the data collection isn't possible from the whole population of virudhunagar district due to the limited resources and time. Purposive sampling technique was chosen to get information representing the characteristics of the population.

Back ground Profile of the Working Women

To know the background details of the working mothers some basic information has been collected from the respondents. The collected information are presented in the below table

Table No.1 Background Profile of the Working Mothers

Category		No.of Respondents	In Percentage
Age	25-30	38	25.7
	30-35	49	33.1
	35-40	42	28.4
	Above 40	19	12.8
Total		148	100
Educational Qualification	Upto High School Education	19	12.8
	Higher Secondary	21	14.2
	Graduation	63	42.6
	Post-Graduation	45	30.4
Total		148	100
Occupation	Private Employment	83	56.1
	Government Employment	65	43.9
Total		148	100
Family Type	Nuclear	97	65.5

	Joint Family	51	34.5
Total		148	100
Distance of working place	Upto 10 km	22	14.9
	10 km - 15 km	43	29
	15 km - 20 km	65	43.9
	Above 20 km	18	12.2
Total		148	100

Source: Compiled from primary data

The findings shown that majority (33.1%) of them are in the age group of 30-34 years. 42.6% of them are well educated and 83% of them are working in private concerns. About 65.5% of the working women are from nuclear family and 65.5% of them are travelling daily from 15km to 20km to reach their working place.

Online Classes and Behavioral Changes among Children

Children have been asked to stay on track with their syllabus through online learning model at home. This transition can be quite stressful and to change from their normal structure. Due to stress working mothers might start noticing behavioral changes in their children. The following table explains the behavioral changes noticed by the working women.

Table No.2 Observed Behavioral Changes Among Children

Behavioral Changes	No. of Respondents	In Percentage
Excessive Arguments	17	11.5
Refusals	19	12.8
Opposition	24	16.2
Defiance	12	8.1
Withdrawal	9	6.1
Stubbornness	25	16.9
Restricted social and indoor activities	42	28.4
Total	148	100

Source: compiled from primary data

The study result reveals that that there was sufficient evident captured on children behavior. About 28.4% of the respondents expressed that their children social and indoor activities are restricted due to this virtual learning and 16.9% of them felt that children stubbornness also increased. 16.2% of them worried that their opposition character has been developed. Working mothers stress factor also increased by their children extreme behavioral changes such as excessive arguments, Refusals for everything, defiance and withdrawal. Respondents are so panic about their children behavioral changes and worried about their future.

Management of Online Classes

To adopt the new mode of learning parents should provide support to their children in their learning process. The following table depicts the working mothers management of their children online classes to make sure that their kids will get a perfect learning environment. The ways of managing children online classes has been presented in the following table.

Table No.3 Management of Children Online Classes

Management Strategies	Yes	No
Make A Proper Set Up To Ensure Active Listening.	87 (58.8%)	61 (41.2%)
Prepare Snacks And Lunches A Head Of Time And Properly Pack It	124 (83.8%)	24 (16.2%)
Build A Relationship With Our Child Teacher	117 (79.1%)	31 (20.9%)
Check The Requirements For Online Classes Before Leave Home	79 (53.4%)	69 (46.6%)
Practice My Child To Build A Time Check To Follow	93 (62.8%)	55 (37.25%)
Hang up The Schedules On Pin Boards In Refrigerator And Write A Short Note To Help Keep Our Child Accountable	67 (45.3%)	81 (54.7%)

Source: Compiled from primary data

Virtual learning with unique logistics and challenges make the parents of young children in a confessed manner. The analysis of the result reveals that 87% of them set up a designated study place to their child, 83.8% of them prepare all the food items and snacks needed for the children and make it

ease to handle. 79.1% of them take part on ongoing dialogue with their children teacher to make sure their wards stay on pace. About 53.4% of them checkout all the basic requirement needed for their child before they leave out from their work.62.8% of the respondents practice their child to follow a proper time schedule to handle their online classes as well as their personal and mental grooming. Some them 45.3% hand out the write up to remind the activities to be done by their children.

Stress Factor about online Classes of Children

Online learning during the pandemic brings more stress for women, adding to their domestic and work duties. Due to work responsibilities they have limitations in assisting and managing their children's learning.

Table No.4 Stress Factor about Online Learning of Children

Stress Factor	Mean Score	Ranking
Cannot supervise their children activities	850	3
Log on and Log out activities of children	505	8
Concentration and follow up of online classes and instructions	799	5
Follow up the time schedule	839	4
Cross checking of children homework	764	7
Assignment, project work and test activities	876	2
Internet safety and security issues	1000	1
Proper intake of food items	793	6

Source: compiled from primary data

The study results reveals that the foremost stress factor about the online classes among the working mothers is that internet safety and security. Followed by this most of the working women worried about whether their children complete the assignment, project and test work in proper manner. Lack of supervision regarding their children activity is another leading stress factor for women. Many of the working mothers had dual mind about their children concentration on classes and the schedule follow up. Respondents also felt that they were not able to cross check their children homework and food intake properly. Log in and out activities is the least worry stress factor among the respondents.

Depressive Symptoms

The characteristics attitude and symptoms of depression among the working mothers due to the overwhelming responsibilities has been measured by using the Beck Depression Inventory. It has been used for screening of depression among the study population. This is a subjective scale and used for screening purpose. This scale is used to screen for depression based on self-report. Through this

inventory self- rated scale the researcher tries to evaluate the key symptoms of depression among the respondents. Based on the cut off score of self – related scale the level of depression has been categorized in the following table.

Table No. 5 Presence of Depression among the Working Mothers

Grades of Depression	No. of Respondents	In Percentage
Denial (0-4)	24	16.22
Normal (5-9)	12	8.11
Mild (10-18)	16	10.81
Moderate (19-29)	33	22.29
Severe (30-40)	35	23.65
Very severe (>40)	28	18.92

Source: Compiled from primary data

The present study showed that according to the cut off score 8.11% scored as normal (0-9), 10.81% as mild (10-18), 22.29% scored as moderate (19-29), 23.65% as severe (30-40), and 18.92% as very severe (>40) depression. The total self-scoring reveals that that among the total respondents majority of them (23.65%) are in severe depression stage.

Conclusion

Summing up, this study has explored the management of online classes of working mothers' children, behavioral changes that can be observed among the children and its related stress factor. On basis of the results obtained and its explanation from the present study, it has revealed that online classes added additional responsibilities for the working mothers and they have to struggle to balance their children learning perspectives along with their workload. Working mothers are often tossed between children well-being and job. Double work pressure affects their life satisfaction, happiness and mental well-being which should be taken into in a serious manner.

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