

A Comparative Study To Assess The Emotional Status Among School Going Adolescents Of Working And Non-Working Mothers In Selected Schools Of Kamrup(M), Assam.

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ABSTRACT

Background: Emotions such as joy, anger, sadness and happiness often occur in our daily lives. Emotional reactions are particularly common in adolescents who are undergoing rapid physical, psychological and social development. Family plays an important role in the personality development of child. Among the family members the contribution of mother is very important in shaping the personality of their children.

Objectives: Objectives of the study were to- assess the emotional status among the school going adolescents of working and non- working mothers of government and private schools; compare the emotional status among school going adolescents of working and non- working mothers of government and private schools; find out the association between emotional status of school going adolescents of working mothers of government and private schools with selected demographic variables like age, gender and type of family and find out the association between emotional status of school going adolescents of non-working mothers of government and private schools with selected demographic variables like age, gender and type of family.

Methodology: A comparative descriptive survey design was adopted for the present study. 176 adolescents were selected for the study by using probability simple random sampling technique. The settings of the study were selected by lottery method from the Government and private schools of Guwahati, Kamrup (M), Assam. The data were collected through a self structured questionnaire. Both descriptive and inferential statistics were used for data analysis.

Results: Out of 176 adolescents 55(31.2%) was found to be of 14 years. Most of them 100(56.8%) were female. 124(70.5%) belonged to nuclear family. Maximum number 30 (68.18%) out of 44 adolescents of working mothers of government schools had average emotional status, 8 (18.18%) had high and 6 (13.62%) had low emotional status. Majority 27 (61.36%) out of 44 adolescents of non- working mothers of government schools had average emotional status and 17 (38.63%) had high emotional status. 21(47.73%) equally out of 44 adolescents of working mothers of private schools had low and average emotional status, 2 (4.54%) had high emotional status. Maximum number 37 (84.09%) out of 44 adolescents of non working of private schools had average emotional status, 5 (11.36%) had low and 2 (4.54%) had high emotional status. The study revealed that there was a significant difference in the emotional status of school going adolescents of working and non working mothers.

Conclusion: From this study it could be concluded that working mothers should take care of their children for at least some period of time, otherwise their children would face crisis. Efforts should be made to sensitize working mothers about the problems of their children due to their absence.

Key words: School going adolescents, emotional status

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I. INTRODUCTION

Emotions such as joy, anger, sadness and happiness often occur in our daily lives. Emotional reactions are particularly common in adolescents who are undergoing rapid physical, psychological and social development. Therefore, if adolescents can express and handle their emotions well, their psychological health and interpersonal relationships will be enhanced ¹. Family plays an important role in the personality development of child. Among the family members, the contribution of mother is very important in shaping the personality of their children. But it has been found that an unprecedented number of women are now entering in labour force either due to economic necessity or in search of identity. This has led to radical shift in the

traditional role of mother as a “caretaker” to a “bread earner” and it has altered childrearing goals and practices. The care of children is one of the most important functions of the family especially mother. She brings up her children with utmost care and love, because of her natural affection. No one else feels the same concern about the children as the mother. She makes every effort to make her children happy². Adolescence can be a highly emotionally charged time of life. The loss of childhood is so painful, the developmental challenges are so daunting, the vulnerability from insecurity is so great, the demands of growth are so many, the conflicts over independence are so frustrating, and the experience of growing older is so exciting. During this more intense period of growth, it is helpful for parents to help their adolescent learn to manage emotions in ways that work well and not badly for all concerned, always remembering that now is later.³

II. MATERIALS AND METHODS

The study was conducted after obtaining permission from institutional ethics committee and Inspector of Schools, Panbazaar, Kamrup(M), Assam and the Principals of selected schools. It was a comparative descriptive survey design study where data collected from 176 samples by probability simple random sampling technique tool with demographic performa, relationship with family members and others and emotional status questionnaire.

Study Design: Comparative descriptive survey design.

Study Location: Government and private schools of Kamrup (M), Assam.

Study Duration: Nov. 2017 to Nov. 2019.

Sample Size: 176 School going adolescents.

Sample size calculation: The sample size was calculated by using two group study formula:

$$n = \sigma^2(Z_{\alpha/2} + Z_{\beta})^2 (r+1/r) / E^2$$

Where,

σ = Standard Deviation (14.22)

$Z_{\alpha/2}$ = 1.96 (level of statistical significance typically 1.96)

Z_{β} = .84 (desired power .84 for 80% power)

r = 1

E = 6.032 (Expected difference)

i.e. $n = [(14.22)^2 \times 7.84 \times 2] / (6.032)^2 = 87.32$

For two group sample size for the study = $87 \times 2 = 174$

For an equal number of samples for a comparative study, 176 samples were taken as a sample size

Sample size (n) = 176

Subjects and selection method: Probability simple random sampling technique was used in the present study. In this probability simple random sampling technique, the investigator picked up the subjects by using lottery method who met the preset inclusion and exclusion criteria.

Inclusion criteria

1. Adolescents studying in 8th, 9th and 10th standards in the age group of 13 to 16 years of age.
2. Adolescents who were willing to give consent.

Exclusion criteria

1. Adolescents who did not stay with their mother.
2. Adolescents who did not have mother.

Procedure methodology:

The tool for the present study was developed after extensive literature review, discussion with the expert. To assess the emotional status of school going adolescents, a self structured questionnaire was prepared which consisted of questions related to emotional stability, emotional progression and social adjustment. The content of the tool was divided into two parts.

Part I

Demographic Performa

Demographic Performa was prepared to collect the demographic characteristics of the respondents which include age, gender, type of family, mother’s working status and type of school. It was prepared to gather the background information about the participants under the study. It consisted of total five items.

Part II

Section A: Relationship with family members and others

A self structured questionnaire was prepared to assess the relationship of the adolescent with family members and others. This questionnaire consisted of total eleven numbers of questions.

Section B: Emotional status questionnaire

A likert scale was prepared to assess the emotional status of school going adolescents of working and non-working mothers. The likert scale consisted of twenty eight questions with five options as very much, much, undecided, probably and never.

The areas selected were:

- Emotional stability. (consisted of 9 questions)
- Emotional progression. (consisted of 10 questions)
- Social adjustment. (consisted of 9 questions)

Statistical analysis:

The collected data were planned to be analyzed on the basis of objectives and hypotheses of the study by using descriptive and inferential statistics. Statistical plan decided for data analysis were as follows:

- It was planned that data to be entered prospectively and coded in a computerized data base and to be analyzed by using Statistical Package for Social Science (SPSS, version 16).

The scores were statistically categorized as low emotional status (<82), average emotional status (82- 119) and high emotional status (> 119) by using the formula Mean± Standard Deviation. The total score was 140.

Low emotional status: < Mean- Standard Deviation

Average emotional status: Between Mean - Standard Deviation and Mean + Standard Deviation

High emotional status: > Mean + Standard Deviation

Demographic data to be analyzed in terms of frequency and percentage. Relationship with family members and others to be analyzed in terms of frequency and percentage. Assessment of emotional status of school going adolescents of working and non working mothers of government and private schools to be analyzed in terms of frequency, percentage. Comparison of emotional status among school going adolescents of working and non working mothers of government and private schools to be analyzed by t-test. Chi square test to be performed to determine the association between the emotional status of school going adolescents with the selected demographic variables.

III. RESULTS

The data were analysed using descriptive and inferential statistics. The study reveals that the majority of the subjects i.e. 55 (31.2%) were of fourteen years age, 100 (56.8%) were female, 88(50%) were from government and private school each, 88(50%) were adolescents of working mother and non working mother and 124 (70.5%) from nuclear family.

Out of 176 subjects maximum number i.e. 107(60.8%) adolescents feel comfortable to express their personal problems to their mother, whereas 69(39.25%) adolescents do not feel comfortable to express their personal problems to their mother. Majority i.e. 133(75.57%) numbers of adolescents want their mother to be friendly- disciplined, 30(17.05%) want their mother to pay lots of attention, followed by 12(6.82%) want their mother to be strict- very disciplined and 1(.56%) out of 176 adolescents want their mother to ignore them.

The assessment of emotional status among the school going adolescents of working and non working mothers of government and private schools as low, average and high.

- The calculated mean for total 176 subjects found to be 100.42
 - And calculated Standard Deviation is 18.504
- The scores were computed in terms of frequency and percentage and categorized as
- Low : < (Mean -SD) scores below 82 i.e. < (100.42- 18.504 = 81.916 ~ 82)
 - Average : Between (Mean – SD & Mean + SD) Scores between 82- 119
 - High : > (Mean + SD) Scores above 119 i.e. > (100.42+ 18.504= 118.924 ~ 119)

Table 1: Frequency and Percentage distribution of Emotional Status of Adolescents of Working Mothers of Government schools

| Emotional status score | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| Low (< 82) | 6 | 13.63 |
| Average (82-119) | 30 | 68.18 |
| High (> 119) | 8 | 18.18 |
| Total | 44 | 100.0 |

Table 1 showed that maximum number i.e. 30 (68.18%) out of 44 adolescents had average emotional status, 8 (18.18%) had high and 6 (13.63%) had low emotional status.

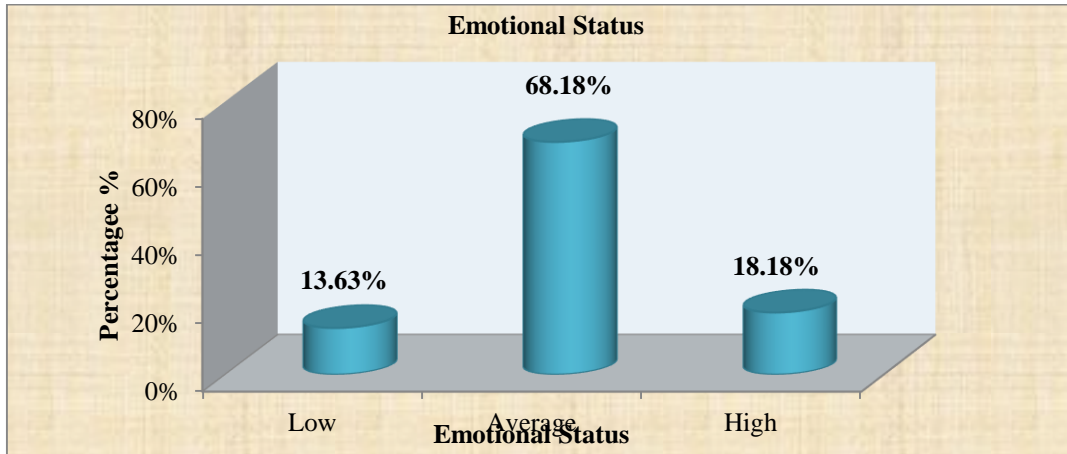


Table 2: Frequency and Percentage distribution of Emotional Status of Adolescents of Non- Working Mothers of Government school

| Emotional status score | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| Average (82-119) | 27 | 61.36 |
| High (> 119) | 17 | 38.63 |
| Total | 44 | 100.0 |

Table 2 depicted that maximum number i.e. 27 (61.36%) out of 44 adolescents had average emotional status and 17 (38.63%) had high emotional status.

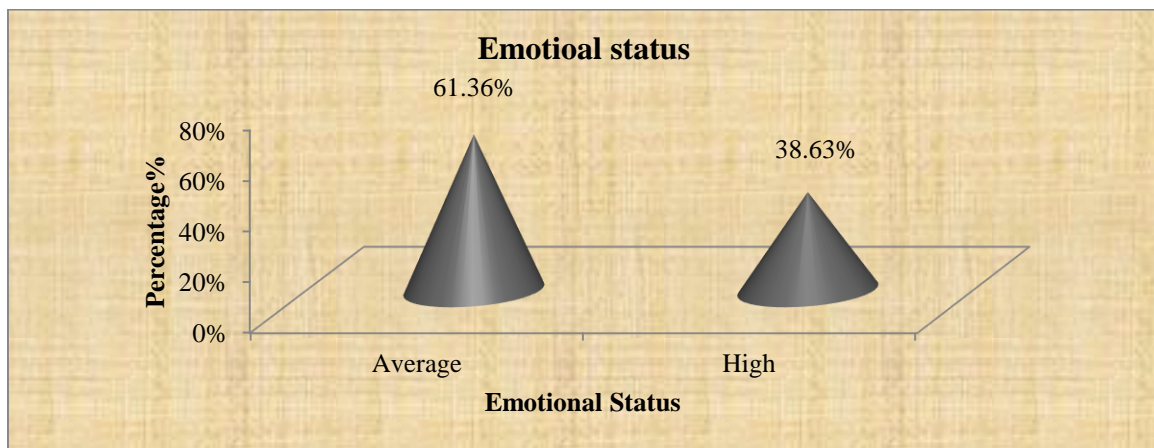


Table 3: Frequency and Percentage distribution of Emotional Status of Adolescents of Working Mothers of Private schools

| Emotional status score | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| Low (< 82) | 21 | 47.73 |
| Average (82-119) | 21 | 47.73 |
| High (> 119) | 2 | 4.54 |
| Total | 44 | 100.0 |

Table 3 showed that majority i.e. 21(47.73%) equally out of 44 adolescents had low and average emotional status, 2 (4.54%) had high emotional status.

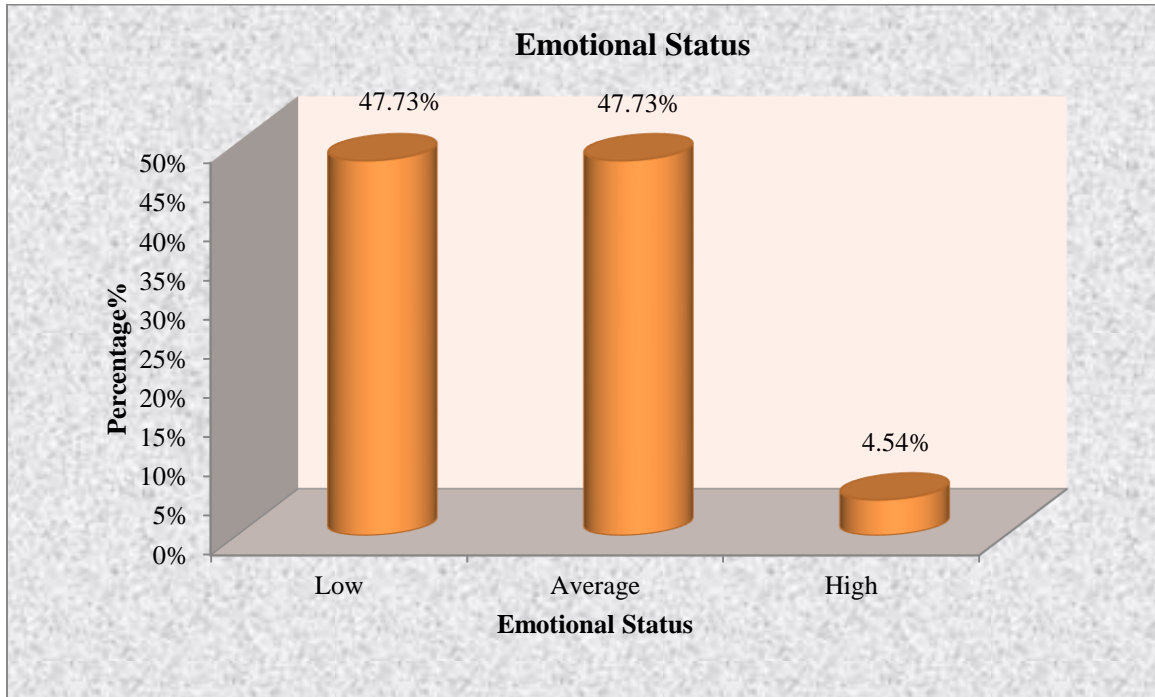
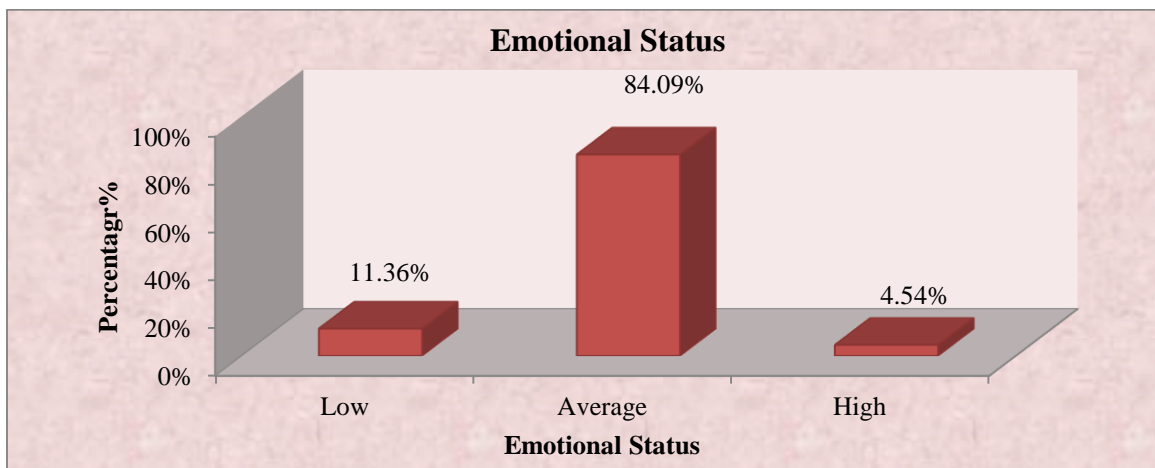


Table 4: Frequency and Percentage distribution of Emotional Status of Adolescents of Non- Working Mothers of Private schools

| Emotional status score | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| Low (< 82) | 5 | 11.36 |
| Average (82-119) | 37 | 84.09 |
| High (> 119) | 2 | 4.54 |
| Total | 44 | 100.0 |

Table 4 showed that 37 (84.09%) out of 44 adolescents had average emotional status, 5 (11.36%) had low and 2 (4.54%) had high emotional status.



**Table 5: Comparison of Emotional Status among the Adolescents of Working and Non- Working mothers
n=176**

| Emotional status | Mother's status | F | Mean | Mean difference | t(176) | p- value | Remark |
|-----------------------|-----------------|----|--------|-----------------|--------|----------|--------|
| Emotional stability | Working | 88 | 29.84 | 3.46 | 3.63 | <.001 | S |
| | Non- working | 88 | 33.30 | | | | |
| Emotional progression | Working | 88 | 33.91 | 4.11 | 3.80 | <.001 | S |
| | Non- working | 88 | 38.02 | | | | |
| Social adjustment | Working | 88 | 31.01 | 3.75 | 3.57 | <.001 | S |
| | Non- working | 88 | 34.76 | | | | |
| Total | Working | 88 | 94.76 | 11.32 | 4.25 | <.001 | S |
| | Non- working | 88 | 106.08 | | | | |

Table 5 depicted the difference in emotional status of adolescents of working and non- working mothers. Independent t- test was performed to compare the emotional status of adolescents of working and non-working mothers under the study. Calculated value of total emotional score $t= 4.25$, $p = <.001$. Since p value was less than 0.05, hence there is a significant difference in the emotional status among school going adolescents of working and non- working mothers.

**Table 6: Comparison of Emotional Status among the Adolescents of Government and Private schools
n=176**

| Emotional status | Type of school | f | Mean | Mean difference | t(176) | p- value | Remark |
|-----------------------|----------------|----|--------|-----------------|--------|----------|--------|
| Emotional stability | Govt. | 88 | 33.13 | 3.11 | 3.24 | .001 | S |
| | Private | 88 | 30.01 | | | | |
| Emotional progression | Govt. | 88 | 38.28 | 4.64 | 4.33 | <.001 | S |
| | Private | 88 | 33.65 | | | | |
| Social adjustment | Govt. | 88 | 36.68 | 7.59 | 8.23 | <.001 | S |
| | Private | 88 | 29.09 | | | | |
| Total | Govt. | 88 | 108.09 | 15.34 | 6.03 | <.001 | S |
| | Private | 88 | 92.75 | | | | |

Table 6 depicted the difference in emotional status of adolescents of government and private school. Independent t- test was performed to compare the emotional status of adolescents of government and private school under the study. Calculated value of total emotional score $t=6.03$, $p = <.001$. Since p value was less than 0.05, hence there is a significant difference in the emotional status among school going adolescents of government and private schools.

Table 7: Association Between Emotional Status of Adolescents of Working Mothers of Government Schools with Selected Demographic Variables

| Demographic variables | Emotional status | | | Total | Chi- square value | df | p- value | Remark |
|-----------------------|------------------|---------|------|-------|-------------------|----|----------|--------|
| | Low | Average | High | | | | | |
| Age | | | | | 5.442 | 6 | .489 | NS |
| 13 years | 0 | 4 | 3 | 7 | | | | |
| 14 years | 2 | 9 | 3 | 14 | | | | |
| 15 years | 2 | 11 | 1 | 14 | | | | |
| 16 years | 2 | 6 | 1 | 9 | | | | |
| Gender | | | | | | | | |
| Male | 2 | 12 | 4 | 18 | | | | |
| Female | 4 | 18 | 4 | 26 | | | | |
| Type of family | | | | | 5.987 | 4 | .200 | NS |
| Nuclear | 3 | 26 | 6 | 35 | | | | |
| Joint | 3 | 3 | 2 | 8 | | | | |
| Extended | 0 | 1 | 0 | 1 | | | | |

The obtained chi square (χ^2) value for age was 5.442 at $df(6)$ with corresponding p value = 0.489 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of government schools and age. Chi square (χ^2) value for gender was .426 at $df(2)$ with corresponding p value = 0.808 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of government schools and gender. The chi square (χ^2) value for type of family was 5.987 at $df(4)$ with corresponding p value = 0.200 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of government schools and type of family.

Table 8: Association Between Emotional Status of Adolescents of Non- Working Mothers of Government Schools with Selected Demographic Variables

| Demographic variables | Emotional Status | | Total | Chi- square value | df | p- value | Remark |
|-----------------------|------------------|------|-------|-------------------|----|----------|--------|
| | Average | High | | | | | |
| Age | | | | 5.196 | 3 | .158 | NS |
| 13 years | 6 | 8 | 14 | | | | |
| 14 years | 11 | 6 | 17 | | | | |
| 15 years | 8 | 1 | 9 | | | | |
| 16 years | 2 | 2 | 4 | | | | |
| Gender | | | | 0.829 | 1 | .363 | NS |
| Male | 9 | 8 | 17 | | | | |
| Female | 18 | 9 | 27 | | | | |
| Type of family | | | | 0.345 | 1 | .557 | NS |
| Nuclear | 24 | 16 | 40 | | | | |
| Joint | 3 | 1 | 4 | | | | |

The obtained chi square (χ^2) value for age was 5.196 at df(3) with corresponding p value = 0.158 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of government schools and age. The chi square (χ^2) value for gender was 0.829 at df(1) with corresponding p value = 0.363 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of government schools and gender. The chi square (χ^2) value for type of family was 0.345 at df(1) with corresponding p value = 0.557 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of government schools and type of family.

Table 9: Association Between Emotional Status of Adolescents of Working Mothers of Private Schools with Selected Demographic Variables
n=44

| Demographic variables | Emotional status | | | Total | Chi- square value | df | P- value | Remark |
|-----------------------|------------------|---------|------|-------|-------------------|----|----------|--------|
| | Low | Average | High | | | | | |
| Age | | | | | 6.184 | 6 | .403 | NS |
| 13 years | 4 | 1 | 0 | 5 | | | | |
| 14 years | 6 | 10 | 0 | 16 | | | | |
| 15 years | 3 | 5 | 1 | 9 | | | | |
| 16 years | 8 | 5 | 1 | 14 | | | | |
| Gender | | | | | 5.203 | 2 | .074 | NS |
| Male | 13 | 7 | 0 | 20 | | | | |
| Female | 8 | 14 | 2 | 24 | | | | |
| Type of family | | | | | 6.104 | 4 | .191 | NS |
| Nuclear | 13 | 7 | 2 | 22 | | | | |
| Joint | 8 | 13 | 0 | 21 | | | | |
| Extended | 0 | 1 | 0 | 1 | | | | |

The obtained chi square (χ^2) value for age was 6.184 at df(6) with corresponding p value = 0.403 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of private schools and age. The chi square (χ^2) value for gender was 5.203 at df(2) with corresponding p value = 0.074 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of private schools and gender. Chi square (χ^2) value for type of family was 6.104 at df(4) with corresponding p value = 0.191 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of working mothers of private schools and type of family.

Table 10: Association Between Emotional Status of Adolescents of Non- Working Mothers of Private Schools with Selected Demographic Variables

n=44

| Demographic variables | Emotional status | | | Total | Chi- square value | df | p- value | Remark |
|-----------------------|------------------|---------|------|-------|-------------------|----|----------|--------|
| | Low | Average | High | | | | | |
| Age | | | | | 3.658 | 6 | .723 | NS |
| 13 years | 0 | 2 | 0 | 2 | | | | |
| 14 years | 0 | 8 | 0 | 8 | | | | |
| 15 years | 2 | 17 | 1 | 20 | | | | |
| 16 years | 3 | 10 | 1 | 14 | | | | |
| Gender | | | | | 3.961 | 2 | .138 | NS |
| Male | 4 | 17 | 0 | 21 | | | | |
| Female | 1 | 20 | 2 | 23 | | | | |
| Type of family | | | | | 2.232 | 4 | .328 | NS |
| Nuclear | 2 | 23 | 2 | 27 | | | | |
| Joint | 3 | 14 | 0 | 17 | | | | |
| Extended | 0 | 1 | 0 | 1 | | | | |

The obtained chi square (χ^2) value for age was 3.658 at df(6) with corresponding p value = 0.723 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of private schools and age. Chi square (χ^2) value for gender was 3.961 at df(2) with corresponding p value = 0.138 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of private schools and gender. The chi square (χ^2) value for type of family was 2.232 at df(4) with corresponding p value = 0.328 (>0.05) which indicates that there was no significant association between emotional status of school going adolescents of non- working mothers of private schools and type of family.

IV. DISCUSSION

The findings of the present study showed that there is a significant difference in the emotional status of school going adolescents of working and non working mothers of government and private schools. In case of adolescents of working mothers of government school 13.6% had low, 68.18% had average and 18.18% had high emotional status, where as adolescents of non working mothers of government school 61.36% had average and 38.63% had high emotional status. In case of adolescents of working mothers of private school 47.73% equally had low and average and 4.54% had high emotional status, where as adolescents of non working mothers of private school 11.36% had low, 84.09% had average and 4.54% had high emotional status.

Findings of the study were consistent with the study conducted by Rani B (2019) studied on emotional maturity of children of working mothers and home making mothers of total 100 students. The study results showed that home making mothers give full attention and care. The children of home making mothers were more emotionally mature than children of working mothers.⁴

The findings of the present study revealed that there was no significant association between the emotional status of school going adolescents of working and non working mothers of government and private schools with demographic variables – age, sex, and type of family of the adolescents of non working mothers of private school. The obtained chi square value for religion was 10.051 at df(2) with corresponding p value = 0.007, which was <0.05 and chi square value for birth order was 18.089 at df(6) with corresponding p value = 0.006, which was <0.05.

The findings were consistent with the study conducted by Bagh BS (2018) on emotional maturity among adolescents in relation to parental involvement of 200 students from Hoshiarpur district. The study revealed that there was no significant difference in the emotional maturity among adolescents with respect to gender.⁵

The study findings conducted by Duhan K, Punia A and Jeet P (2016) on emotional maturity of adolescents in relation to their gender in Hisar city of Haryana showed that with increase in age, emotional instability, regression, social maladjustment, personality disintegration and lack of independence will go on decreasing, which is contrary to the findings of the present study.⁶

Study findings were supported by the findings of the study conducted by Dutta J, Chetia P and Soni JC (2013) on emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. Study reported that there was no significant difference in the emotional maturity of boys and girls.⁷

The study findings were supported by a study conducted by Raghav G and Joshi U (2011) on influence of gender, age and birth order on adjustment during adolescence in urban areas of Aligarh district of Uttar Pradesh with 400 adolescents. The result of study revealed that birth order had affected the adjustment of adolescents.⁸

V. CONCLUSIONS

Children of working mothers do not get proper care from their mothers even when they return home after completing day's work, as they are usually exhausted with their daily work. These children face hardships in terms of emotional support, it is therefore necessary that working mothers should take care of their children for at least some period of time, otherwise their children would face crisis. Efforts should be made to sensitize working mothers about the problems of their children due to their absence. It is an utmost need to develop effective intervention to improve the emotional status of adolescents for a good mental health.

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