A STUDY OF ACADEMIC STRESS IN RELATION TO SELF ESTEEM OF ADOLESCENTS

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Abstract

The purpose of the study was to understand the extent of relationship between Academic stress and self-esteem of adolescents. A sample of 103 adolescents selected from four schools of Jalandhar District in Punjab was used for the study. The sample consisted of boys and girls students. The tools used for the study were: Scale of academic stress taken from Bishat Battery of stress scale developed by Abha Rani Bishat (1987) and Self-esteem inventory (school from) developed and standardized by Coppersmith (1987). The study revealed that there is negative co-relation between academic stress and self-esteem of male adolescents.

Keywords: - *Academic stress, self-esteem, Adolescents*

Introduction

Today with the pressure of international economic competition and an increased focus on technology-parents, educators, local communities, state and national governments are all struggling to encourage improvement in education.

Every child has unique nature as regards capabilities, attitudes, personality characteristics and interests. Success or failure in school is related to the child's relationship with education and stress. Stressful circumstances are encountered every day at every stage of human development,

from the trauma of birth itself. Right from the period of adolescence, the young meets unavoidable sources of stress.

Stress touches the life of adolescents. Academic stress has an adverse effect on adolescents. Healthy parents and healthy are always born in the society. It is very much true that in the class room situation, the task of the heterogeneous group with multiple diversities in traits, some are under active stress and some are normal, some are adjusted and some are maladjusted. Some are feeling secure and some

Insecure, some have high mentally healthy whereas others are unstable. In such situations, it is very important to understand to each and every child and also find out the impact of negative and positive traits on the development of the child. If such individuals do not take care, they may loose equilibrium of the self with the environment. Hence, it is very important to identify the adolescents possessing and also to see the effect of stress on the health and self-esteem of the adolescents.

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure (Gupta and khan, 1987). Academic stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, both physical and mental problems. Stress makes significant contribution to the prediction of subsequent school performance and acts as a negative predictor performance in school children.

Academic Stress

Scientific and technology progress all over the globe has made man highly sensitive, critical and creative. Associated with this growth is the emergency of stress. The term 'stress' has become a part of everyday vocabulary. The child reacts in his unique way to the situations in the class resulting in very extensive differences between environmental demand and response capability of the organism.

Barner (1963), states that once upon a time the children said good night to their parents and went to bed, now a days often they may say good night to the children and go to bed leaving the young scholars to finish their endless homework or prepare for an examination some times before dawn that leads to academic stress. Bector (1995), "A student is caught in a dynamic technology whirlpool and seems to be precariously poised on the brink of disaster."

Self-Esteem

Stratton and Hayer (1996) described self-esteem as the personal evaluation which an individual makes of him or herself, the sense of their worth or Capabilities.

Saroj Saini (1998), defined self-esteem as an individual's evaluations of his own worth and abilities."

Trzesniewski (2003) Self-esteem during adolescence tends to be unstable, because of the many changes that occur in the adolescents' roles and responsibilities. Self-esteem tends to decline in early adolescence and recover in the middle and later stages of adolescence

Self-esteem is a set of attitudes and beliefs that a person brings with himself or herself when he faces the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at task will hurt and whether he or she will become more capable as a result of different experiences. In psychological terms, self esteem provides a mental set that prepares the person to respond according to the exceptions of success, acceptance and personal strength.

Self-esteem is not much different from school performance regarding mathematics, science, social and physical skills. It is an important integral part of performance. Self-esteem express an attitude of approval or disapproval and indicates the extent to which a person believes himself or herself capable, significant, successful and worthy. In short, a person's self disapproval and esteem is worthy judgment that is expressed by the attitude he or she holds towards the self. It is subjective experience conveyed to the others by the verbal reports and other expressive behaviour. Development of adolescent's self esteem is an important consideration in viewing the success of educational programs in general. Research has given evidence that individuals high in self-esteem are more independent to external reinforcement, persons with lower regards for themselves tend to be more destructive, anxious and stressful.

Kaur Kanwalpreet (2000) found that academic achievement is different under high, average and low academic stress conditions. Mean achievement score of low stress group is higher as compared to that of high stress group and low stress group achievement higher than the average stress group.

Malik and Rehman (2003) found that high achievers are less vulnerable to stress.

De Bruyn and Eddy H (2005) designed a study to investigate the relationship between role strains following the transitions to secondary school and academic achievement, four types of

role strains were investigated i.e. parents, teachers, school and peer. Parents and teachers role stains appear to be negatively associated through academic achievement as medicated through academic engagement. Parents and school role strain were directly and negatively associated with achievement.

Nikitha, Jose and Valsaraj (2014) studied the academic stress and self-esteem among higher secondary school students in selected private schools of Udupi district. The study found that 80.2% students have moderate stress, 13.5% have mild stress and 6.2% have severe stress. Among the subjects 82.3% were having normal self-esteem and 6.2% were having low self-esteem. Significant but low negative relationship was found between academic stress and self-esteem.

The person with high self-esteem is a productive and enlightened person. Adolescence is a period of storms and stresses. During this period the students undergo various changes that effect his way of self evolution, package of beliefs and self-esteem. The main cause of stress in school going children is merely due to academic activities. This leads to the academic stress and Further affects their health adversely. It has been observed that many studies have been done on self-esteem and stress. But a few researches have been done to see the relationship of academic stress and self-esteem. So, there is a need to explore this area.

The present study will be helpful to school administrator, curriculum-makers and counsellors to provide education guidance to the students so that their self-esteem will become good and appreciable. If the students with stress are not taken care of, they may loose equilibrium and may not cope up with their environment. So, this study will be helpful to explore the impact of academic stress on the self-esteem of students.

OBJECTIVES OF THE STUDY.

1. To study the relationship between academic stress and self-esteem of adolescents.

 2. To study the relationship between academic stress and self-esteem of male adolescents.

3. To study the relationship between academic stress and self-esteem of female adolescents.

4. To study the effect of academic stress on self-esteem of adolescents.

5. To study the effect of academic stress on self-esteem of male adolescents.

6. To study the effect of academic stress on self-esteem of female adolescents.

HYPOTHESES

A. There is significant relationship between academic stress and self-esteem of adolescents.

B. There is significant relationship between academic stress and self-esteem of male adolescents.

C. There is significant relationship between academic stress and self-esteem of female adolescents.

D There is significant difference between academic stress and self-esteem of adolescents.

E. There is significant difference between academic stress and self-esteem of male adolescents.

F. There is significant difference between academic stress and self-esteem of female adolescents.

METHODOLOGY

In the present study survey method of investigation was adopted in order to know about the academic stress, and self-esteem of students studying in XI class in the Govt. / Private Senior Secondary Schools of Jalandhar District. Relationship of these variables were found with the help of Pearson's product moment of correlation technique. In order to know and compare the academic stress and self-esteem of adolescents due to high academic stress and low academic stress, the statistical technique of t-ratio was employed.

SAMPLE

In present study a random sample of 103 students (50 females and 53 males) studying in XI class in Govt. and Private recognized senior secondary schools of Jalandhar District were taken.

TOOLS USED

Following tools used for data collection in the present study are:

1. Scale of academic stress taken from Bishat Battery of stress scales developed by Abha Rani Bishat (1987).

2. Self-esteem inventory (school form) developed and standardized by Coppersmith (1987).

STATISTICAL TECHNIQUES USED

The statistical techniques like mean, standard deviation, t-test and correlation for analysis were used.

ANALYSIS AND FINDINGS

TABLE 1: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS AND
DEPENDENT SELF ESTEEM OF ADOLESCENTS (N=200)

Dependent Variable	"Y" between independent variable of academic stress and dependent variable of self-esteem
Self-esteem	-0.1526

From the results of table-1, it is found that there is negative correlation between academic stress and self-esteem i.e. academic stress has a negative effect on self-esteem. (r=0.1526) in other words the higher is the academic stress, the lower is the self-esteem. As the value of correlation is significant, so our hypothesis no. 1 that there is a significant relationship between academic stress and self-esteem of adolescents is rejected.

TABLE 2: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS AND
DEPENDENT SELF ESTEEM OF MALE ADOLESCENTS (N=100)

Dependent Variable	"Y" between independent variable of academic stress and dependent variable of self-esteem
Self-esteem	-0.286

From the results of table-2, it is found that there is negative correlation between academic stress and self-esteem of male adolescents as value of "r" is insignificant. In other words the higher is the academic, stress, the lower is the self-esteem. As the value of correlation is insignificant, so hypothesis no. 2 that there is a significant relationship between academic stress and self-esteem of adolescents is rejected.

TABLE 3: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS AND
DEPENDENT SELF ESTEEM OF FEMALE ADOLESCENTS (N=100)

Dependent Variable	"r" between independent variable of academic stress and dependent variable of self-esteem
Self-esteem	-0.03038

From the results of table-3, it is found that there is negative correlation between academic stress and self-esteem of female adolescents as the value of "r" is insignificant (r=0.03038). Therefore,

hypothesis no. 3 that there is significant correlation between academic stress and self-esteem of female adolescents is rejected in the present study.

TABLE 4: VALUES OF MEANS, SDS AND T-RATIOS TO LOCATE DIFFERENCES IN THE SELF-ESTEEM OF ADOLESCENTS DUE TO HIGH ACADEMIC STRESS AND LOW ACADEMIC STRESS (TOTAL SAMPLE=200)

Variable	Groups of Academic Stress	N	Mean	SD	Df	t-ratio
Self-esteem	High Academic stress	50	36.29	1.09	101	2.79**
	Low Academic Stress	53	37.21	2.71		

**Significant at 0.01 level

Based on the above results, hypothesis no. 4 that there is significant difference between academic stress and self-esteem of adolescents is accepted.

TABLE 5: VALUES OF MEANS, SDS AND T-RATIOS TO LOCATE DIFFERENCES IN THE SELF-ESTEEM OF MALE ADOLESCENTS DUE TO HIGH ACADEMIC STRESS AND LOW ACADEMIC STRESS (N=100)

Variable	Groups of Academic Stress	N	Mean	SD	Df	t-ratio
Self-esteem	High Academic stress	27	36.88	2.60	51	2.71**
	Low Academic Stress	26	38.38	2.62		

**Significant at 0.01 level

Results of table-5 show difference in the self-esteem of male adolescents due to high academic stress and low academic stress of male adolescents due to high academic stress and low academic stress as t-value is found to be significant at 0.01 level (t= 2.71). It is found that the

mean scores of self-esteem of male adolescents living in low academic stress is better (mean = 38.88) as compared to the self-esteem of adolescents living in high academic stress. (Mean=36.88) Thus, academic stress helps in high self-esteem. So, the hypothesis no.5 that there is significant difference between academic stress and self-esteem of male adolescent is accepted here.

TABLE 6: VALUES OF MEANS, SDS AND T-RATIOS TO LOCATE DIFFERENCES IN THE SELF-ESTEEM OF FEMALE ADOLESCENTS DUE TO HIGH ACADEMIC STRESS AND LOW ACADEMIC STRESS (N=100)

Variable	Groups of Academic Stress	N	Mean	SD	Df	t-ratio
Self-esteem	High Academic stress	27	36.88	2.60	51	2.71**
	Low Academic Stress	26	38.38	2.62		

Results of table-6 show insignificant difference in the self-esteem of female adolescents due to high academic stress and low academic stress as obtained t-value is significant.

Based on the findings of present study, therefore hypothesis no. 6 that there is significant difference in self-esteem of female adolescents due to high academic stress and low academic stress is not accepted.

CONCLUSIONS

On the basis of analysis following conclusions are drawn:

1. There is negative correlation between academic stress and self- esteem of adolescents due to insignificant 'r' value. Therefore, high academic stress, lower is the self-esteem of adolescents.

2. There is negative correlation between academic stress and self-esteem of male adolescents due to insignificant 'r' value. Therefore high academic stress, lower is the level of self-esteem of male adolescents.

3. There is negative correlation between academic stress and self-esteem of female adolescents due to insignificant 'r' value.

4. There is significant difference in the self-esteem of adolescents due to high academics stress and low academic stress.

5. There is significant difference in the self-esteem of male adolescents due to high academic stress and low academic stress.

EDUCATIONAL IMPLICATIONS

It will help the teacher in understanding the child psychology, so that they should not over burden the students with work and should not over expect anything beyond the capabilities of the child.

The school curriculum can be planned in such a way that provides equal opportunities for participants to all the students which will definitely boost their performance both in academic and in extra curriculum activities.

This study will help the teacher in comprehending the direction of self-esteem of the students. Depending upon the level of self-esteem of the students, the teacher will try to build atmosphere of empathy and try to nurture responsiveness and reciprocity in children in order to develop a positive and high self-esteem.

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