

A CORRELATIONAL STUDY ON ACADEMIC STRESS AND SELF-ESTEEM AMONG HIGHER SECONDARY STUDENTS IN SELECTED SCHOOLS OF UDUPI DISTRICT

Nikitha S.¹, Tessy Treesa Jose² & Blessy Prabha Valsaraj³

¹Student MSc (N), ²Professor & HOD, ³Associate Professor, Department of Psychiatric Nursing, Manipal College of Nursing Manipal, Manipal University, Udupi, Karnataka – 576 104

Correspondence:

Tessy Treesa Jose

Professor & HoD, Psychiatric/Mental Health Nursing, Manipal College of Nursing, Manipal University, Manipal, Udupi, Karnataka - 576 104. Mobile : +91 98441 52459 E-mail : tessy.j@manipal.edu

Abstract :

This study identified the academic stress and self - esteem among higher secondary school students in selected private schools of Udupi district. It also found out the existing correlation between academic stress and self-esteem. Academic stress rating scale, constructed by the researcher and Rosenberg self-esteem scale were used for the data collection. Questionnaires were completed by 96 first year higher secondary students of science batch. Academic stress rating scale was a four point scale which includes 32 statements regarding examination stress, stress from peers, intrapersonal stress, study habit and time management. The study found that 80.20% students have moderate stress, 13.5% have mild stress and 6.2% have severe stress. Among the subjects 82.30% were having normal self - esteem and 6.2% were having low self- esteem. Significant but low negative relationship is found between academic stress and self-esteem.

Keywords : academic stress, self-esteem, higher secondary school students.

Introduction :

"I am stressed out" is a phrase that has been echoed by teens down through the ages. Adolescence can be a stressful time for children, parents and adults who work with teens. Many also worry about moving from a middle or junior high school to secondary school level.¹ Adolescents experience a spectrum of stress ranging from ordinary to severe. Long term exposure to stress is associated with a variety of chronic psychological and physiological illness in addition to smoking; drug abuse and high risk sexual behaviour.² Academic stress is the major source of stress among adolescents and it may lead to low self - esteem. Many psychological problems such as depression and suicide occur as a result of low self-esteem.

The purpose of the present study was to examine whether any correlation exist between academic stress and self-esteem.

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Materials and methods :

The present study aimed at analysing the correlation between academic stress and self- esteem among higher secondary school students from selected private schools of Udupi district. The objectives of the study were (1) to determine the stress among higher secondary students using Academic Stress Rating Scale (2) to determine the self-esteem in higher secondary students using Rosenberg self-esteem scale (3) to assess the relationship between academic stress and self-esteem. To achieve the objectives of the study a survey approach was used. Research design adopted for the study was correlational survey design. The study was conducted among 96 first year higher secondary students conveniently selected from two pre university colleges of Udupi district.

After obtaining administrative permission data were collected using demographic proforma, academic stress rating scale and Rosenberg self-esteem scale. Demographic proforma was developed by the researcher to collect back ground information of the subjects selected for the study. It consists of 10 items, which include roll

number, gender education of parents, type of family, birth order, number of siblings, monthly income and occupation of parents. The academic stress rating scale consisted of 32 items expressed in the form of statements. Each item has 4 alternatives: strongly agree, agree, disagree and strongly disagree with the scoring of 1, 2, 3 and 4 respectively. Items were given under headings of examination stress, stress from peers, and stress from self, study habit and time management. The highest score was 128 and lowest score was 32. Academic stress were categorised as mild (32-64), moderate (65-90) and severe (91-128). Demographic proforma and academic stress rating scale were validated by seven experts from different fields of medicine and nursing. Reliability of academic stress rating scale established by administering the tool for 20 first year higher secondary students was 0.74 by Cronbach's alpha method.

Ethical permission was obtained from Dean, Manipal College of nursing Manipal, Institutional Ethics Committee (IEC) Kasturba Hospital, Manipal and institutional research committee MCON Manipal. Written permission was obtained from school authority. Purpose of the study was explained to the participants and written consent was obtained from them before filling the questionnaire. Participants filled the questionnaire in the presence of researcher.

Statistical method :

Data were analysed using descriptive and inferential statistics. Normality of the data was tested using Shapiro Wilk test. Since the data were not following normal distribution Spearman's rho correlation coefficient was used to find the relationship between academic stress and self-esteem.

Results :

Description of sample characteristics.

Among 96 subjects gender was in equal proportion. Regarding parents education 29.2% (28) of children's fathers and 25% (24) of mothers had education up to PUC. Only 7.3% (7) fathers and 5.2% (5) mothers had post graduate degree. Majority (79.2%) of the students were

from nuclear family. There were 34.4% (33) of the subjects having three siblings and 26.1% (25) were having two siblings. Majority (54.2%) of the subjects were first in birth order and monthly family income laid between rupees 10001 -20000. Among the subjects 21.9% (21) of students' fathers were unemployed. Majority (84.4%) of mothers were homemakers.

Description of academic stress and self-esteem among higher secondary students

Data revealed that majority (80.2%) of the students experience moderate level of academic stress and 13.5% having mild level of stress. Only 6.2% students have severe academic stress. Description of self-esteem is given in table 1.

Correlation between academic stress and self – esteem among higher secondary students.

Data presented in table 2 show that low negative correlation exist between academic stress and self-esteem.

Table 1: Self - esteem of higher secondary students

n=96				
Self esteem	Percentage	Mean	Standard deviation	Standard error
Low	6.2			
Normal	82.3	19.48	3.42	0.35
High	11.5			

Table 2: Correlation between academic stress and self – esteem among higher secondary students.

n=96			
Variables	Df	r value	p value
Academic stress	96	-0.214	0.036
Self esteem	96		

Significant at p<0.05 level

Discussion :

Present study supports the findings of a study conducted by Taragar in Dharwad taluk of Karnataka state to assess the stress among high school students and its relationship with demographic variables. A total of 538 students completed the stress scale prepared by the researcher. Study result showed that 69.00 %, 15.60 % and 15.40 % of the students experienced high, moderate and low stress respectively.³ Present study found that majority (82.3%) of the students'

self-esteem was within normal range, only 6.2% have low self-esteem and 11.5% were having high self-esteem. This is in agreement with the findings of the study conducted by Farid and Akhtar in Pakistan which found that 86% of the study subjects had high or normal self - esteem and 14% had low self-esteem.⁴ This study stated that there is significant but weak relationship between academic stress and self- esteem among higher secondary students which h is in harmony with the findings of the study conducted by Ruth in Australia.⁵

Teachers are the first persons who can identify behavioural and emotional problems of children and nurses play a vital role in educating teachers for the same. Nurses can conduct school mental health programme, parent education and guidance and counselling programmes. Nursing efforts can be strengthened through collaboration with school psychologist, teachers and mental health counsellors. Nurses also should be trained to provide guidance and counselling to school children. The result of

the study is motivating to those who are interested in conducting similar studies in the same area which will help them to identify adolescents' stress and different mode of management. The limitation identified by the researcher is the use of convenient sampling to draw the samples.

Conclusion :

The study concluded that majority of the adolescents experience academic stress ranging from moderate to severe and self -esteem is in normal range. It has proved that there is a significant but low negative correlation exists between academic stress and self- esteem.

Acknowledgement :

We acknowledge all the experts who gave their valuable time and suggestions for validating the tools. We also express my thanks to all the school authorities where we have done this study. Our special thanks to all the participants of the study for their co-operation.

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