

A CORRELATIONAL STUDY TO ASSESS THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND LEVEL OF SELF-ESTEEM AMONG ADOLESCENTS IN SELECTED SETTINGS

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Abstract

Background: Academic stress causes the poor attitudes toward school, failed classes, difficult relationships with teachers and lack of confidence in their academic work among adolescents.

Aim of the study: Aim to assess the correlation between academic stress and self-esteem among adolescents.

Methods: The correlational study was conducted with 40 adolescents (14-15 years) in government school. The convenience sampling technique was used to select the samples. Rosenberg self-esteem scale and academic stress scale used for data collection.

Results: The mean score of academic stress was 46.4 with SD 2.17 and the mean score of self-esteem was 12.3 with SD 4.15. The calculated r value was $r = -0.585$, ($P < 0.01$).

Conclusion: The study has proved that there is a significant but, moderately negative correlation is found between academic stress and self-esteem among adolescents.

Keywords: academic stress, self-esteem, and adolescents.

INTRODUCTION

Between the ages of 13 and 19, adolescence is the transitional period from infancy to adulthood. Teenagers make up 16% of the world's population and account for 1.3 billion of those. Because of the numerous internal and external pressures, they must bear; stress has crept into the academic lives of students. Due to personal and societal transformations, adolescence is primarily vulnerable to issues related to academic stress.

Academic stress is the anxiety and tension associated with learning and attending school. Academic stress is brought on by having too many assignments, competing with other students, failing, and getting bad grades from lecturers. Due to the high expectations placed on students by their parents, teachers, peers, and family members, uncomfortable psychological situations arise.

It is mental anguish brought on by the anticipation of the frustration that comes with academic failure, or even just the knowledge that such failure may be possible. It permeates students' lives and has a negative influence on both their physical and mental health as well as their capacity to complete their schoolwork. As high school and intermediate school students enter the realm of competition for picking their different occupations, the shadow of academic stress grows darker for them.

Mool Raj & Sabita; (2021) It has been found that there exists a positive, low significant relationship between academic stress and self-esteem of adolescents. There exists a positive, low significant relationship between academic stress and self-esteem among male group as well as among female group of adolescents. However, no significant relationship has been found to exist between academic stress and self-esteem of rural male adolescents. There exists a positive, low significant relationship between academic stress and self-esteem of rural female adolescents. Also, a positive, low significant relationship has been found to exist between academic stress and self-esteem of urban male and female adolescents.

Anupama, K. & Sarada, D. (2020) The study using independent sample t -test the difference between the girls and boys was studied with regard to life skills and also the academic stress. The association between the levels of academic stress and levels

of life skills was examined using chi square test, further, the correlation between academic stress and life skills of boys and girls was also studied. It conclude that the academic stress of the school going adolescents can be reduced by improving their LS as there is a strong relationship between these two variables in spite of the gender differences.

Hiranmayee, Sarma; & Bibi, Bordoloi (2018) The study revealed that out of 250 students, 169 students (67.6%) had moderate level of stress, 41 students (16.4%) had low level of stress and 40 students (16.0%) had high level of stress. Also those 177 students (70.8%) had moderate level of self-esteem, 37 students (14.8%) had low level of self-esteem and 36 students (14.4%) had high level of self-esteem. It was found that the level of academic stress and the level of self-esteem were negatively correlated with one another with $r = -0.165$ ($P=0.004$, <0.05) at .05 level of significance.

For many students, academic stress is a substantial source of stress (Hashim, 2003). A student's psychosocial and mental health may suffer if they are unable to manage academic stress (Scott, 2008). Self-esteem refers to an individual's sense of his or her value or worth or the extent to which a person values, appreciates, prizes or likes him or herself.

Nikitha S., Tessy Treesa Jose & Blessy Prabha Valsaraj (2014) A study found that 80.20% of students have moderate stress, 13.5% have mild, and 62% have severe stress. Among the subject, 82.30% were having normal self-esteem and 6.2% had low self-esteem.

Self-esteem is the most important key to success in life. The development of healthy self-esteem is enormously important for better adjustment in society. Self-esteem is that subjective judgment by which people make their potential to face life's challenges to recognize, and understand, and also the judgment of oneself their and attitude toward the self. Self-esteem is very essential because it works in a way that how you think, act, and even relate to other people is an individual point of view about him or herself, which involves evaluation of self along with positive as well as negative aspects. Caregivers have focused their efforts to uplift the level of self-esteem, relating that high self-esteem helps in positive benefits and outcomes including higher academic achievement (Baumeister & et al., 2003).

Self-esteem is a basic human tool to fulfill our needs; it is the feeling of a person about him or her that affects the mode of viewing him or her. These views are group of self-observations, received feelings about him or her, and self-awareness.

NEED AND SIGNIFICANCE OF THE STUDY

Academic stress refers to mental distress related to impending difficulties or failures, or even awareness of potential academic stressors, which may manifest in any aspect of the person's home, environment, school, or neighborhood, or the impact of academic stress has resulted in poor outcomes, malnutrition, substance use, and self-care. Most students who are under academic stress have high self-esteem and are an also good student, which has a favourable impact on self-esteem. Similar to this, people with strong self-esteem excel in their studies and experience constructive academic stress.

Education is a very important part of an individual's life and is also a turning point in their academic life. At this stage, the academic performance of a student plays a crucial role in deciding the next stage of their education, which in turn shapes their carrier.

Students in today's fiercely competitive world deal with a variety of academic issues, such as exam anxiety, a lack of enthusiasm in going to class, and difficulty comprehending a subject. Mental anxiety related to impending difficulties or failures is a component of academic stress.

Academic stress can be impacted by excessive amounts of physical and psychological issues like sadness, anxiety, nervousness, and stress-related regular ailments that are prevalent in education.

OBJECTIVE

1. To assess the level of academic stress and self-esteem among adolescents

2. To correlate the academic stress and self-esteem among adolescents
3. To find out the association of academic stress and self-esteem among adolescents with their selected demographic variables.

HYPOTHESIS

- There is no significant correlation between academic stress and self-esteem among adolescents.
- There is no significant association between academic stress and self-esteem among adolescents with their demographic variables.

METHODOLOGY

The research approach and research design

The present study was conducted in Government Higher Secondary School in Maruthamputhur, Tenkasi District, Tamil Nadu – India.

A quantitative approach and non-experimental correlational design were adopted.

Study population

The population of the study was adolescents who have age between 14-15 years in government higher secondary school, Tenkasi District.

Sample and sample size

In this study, the sample was adolescents who have age between 14-15 years. The size of the sample for the present study is 40 adolescents.

Sampling technique

The convenience sampling technique was chosen for this study.

Criteria for sample selection

Inclusion criteria:

- Students who are in the age group of 14-15 years
- Who knows Tamil or English
- Who were available at the time of data collection

Exclusion criteria:

- Not willing to participate

- Not available at the time of data collection
- Students who were ill during the period of data collection

Description of the tool:

Part I- Demographic variables

Demographic variables consist of age, gender, parent’s education of parents, socio economic status, types of family, number of siblings in family, residential area.

Part II- Educational Stress Scale for Adolescents (ESSA) is a standardized questionnaire developed by Sun, Jiandong, Dunne, Michael P. Hou, Xiang –Yu ,Ai – Qiang (2011). It consists of 16 items expressed in the form of statements. Each item has 5 alternatives on a Likert scale: strong agree, agree, uncertain, disagree and strongly disagree with the scoring of 5,4,3,2 and 1 respectively.

Interpretation of the scale:

Low level of stress: $< \text{mean} - \text{standard deviation}$

Moderate level of stress: $(\text{mean} - \text{standard deviation})$ to $(\text{mean} + \text{standard deviation})$

High level of stress: $> \text{mean} + \text{standard deviation}$

Part III – Rosenberg self-esteem scale

Rosenberg’s self-esteem scale is a standardized scale developed by Rosenberg (1965), it consists of ten items. Each item has 4 alternatives on a Likert scale: strongly agree, agree, disagree, and strongly disagree with the scoring of 4, 3, 2, and 1 respectively.

Interpretation of the score:

Low level of self-esteem: $< \text{mean} - \text{standard deviation}$

Moderate level of self-esteem: $(\text{mean} - \text{standard deviation})$ to $(\text{mean} + \text{standard deviation})$

High level of self-esteem: $> \text{mean} + \text{standard deviation}$

RESULTS OF THE STUDY:

Table I: Frequency and percentage distribution of demographic variables

N= 40

Sl. No.	Demographic variables	Frequency (n)	Percentage (%)
1	Age		
	a) 14 years	16	40
	a) 15 years	24	60

2	Gender		
	a) Boys	18	45
	b) Girls	22	55
3	Parents educational status		
	a) Illiterates	14	35
	b) High school	18	45
	c) Higher secondary	6	15
	d) Under graduate	2	5
4	Socio economic status		
	a) Lower	7	17.5
	b) Middle	29	72.5
	c) Higher	4	10
5	Types of family		
	a) Nuclear	34	85
	b) Joint	6	15
6	Number of siblings in family		
	a) 1 – 2	23	57.5
	b) More than 2	17	42.5
7	Residential area		
	a) Rural	37	92.5
	b) Urban	3	7.5

The majority of them boys in the age group of (14 – 15 yrs.) 22 (55%), parent's educational status is a high school education 18 (45%), socio-economic status was nuclear family 34 (85%), number of siblings in the family majority of them 1-2, 23 (57.5%) and majority of them residing in rural area 37 (42.5%)

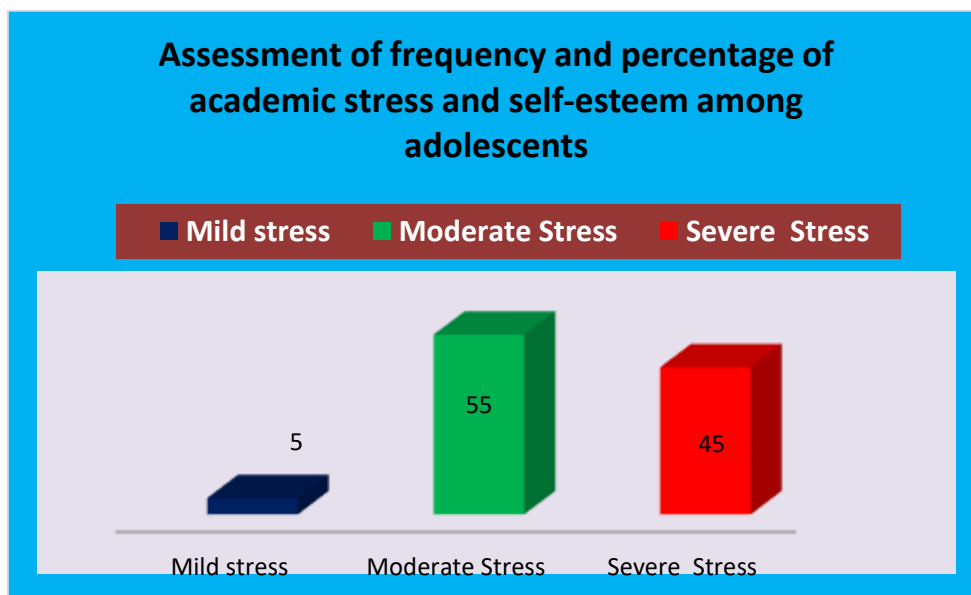


Figure -1: Assessment of academic stress among adolescent

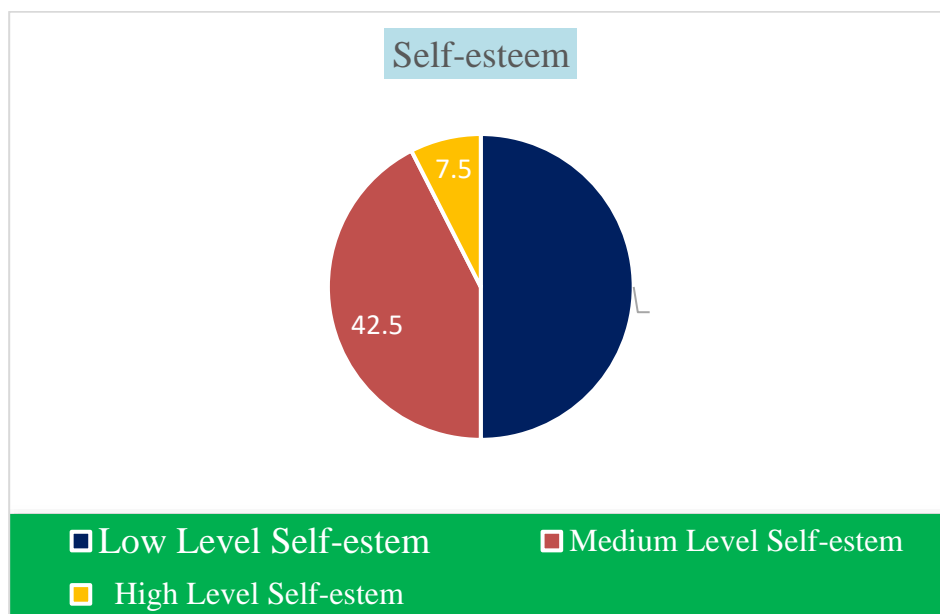


Figure 2: Assessment of self- esteem among adolescent

Table II: Correlation between academic stress and self-esteem among adolescents

Variables	Mean	SD	Correlation
Academic stress	46.4	2.17	r=-0.585 Moderate Negative Correlation
Self-esteem	12.3	4.15	

The table shows that, the mean score of academic stress was 46.4 with SD 2.17 and the mean score of self-esteem was 12.3 with SD 4.15. The calculated r value was $r = -0.585$, ($P < 0.01$). Thus, it concludes that, there was moderate negative correlation between academic stress and self-esteem.

Table III: Association of academic stress among adolescents with selected demographic variables

N= 40

Sl. No.	Demographic variables	χ^2	df	' p ' value
1	Age			
	a) 14 years	1.632	2	P=0.325 NS
	b) 15 years			
2	Gender			
	a) Boys	1.737	2	P=0.419 NS
	b) Girls			
3	Parents educational status			
	a) Illiterates	3.885	6	P=0.692 NS
	b) High school			
	c) Higher secondary			
	d) Under graduate			
4	Socio economic status			
	a) Lower	1.923	4	P=0.7 NS
	b) Middle			
	c) Higher			
5	Types of family			
	a) Nuclear	1.500	2	P=0.0472 NS
	b) Joint			
6	Number of siblings in family			
	a) 1 – 2	1.809	2	P=0.404 NS
	b) More than 2			
7	Residential area			
	a) Rural	27.95	2	P=0.001 S***
	b) Urban			

S***- S=Significant, *** $p < 0.001$, and NS= Non-Significant

Table III shows that there was a significant association between the residential area and academic stress at $p < 0.001$ level whereas in other demographic variables such as age, gender, parents education status, socio-economic status, types of family, and number of siblings in family were not significant at $p < 0.05$ level.

Table IV: Association between levels of self-esteem among adolescents with their selected demographic variables

N=40

Sl. No.	Demographic variables	χ^2	df	' p ' value
1	Age			
	a) 14 years	3.165	2	P=0.242

	b) 15 years			NS
2	Gender			
	a) Boys	2.981	2	P=0.225 NS
	b) Girls			
3	Parents educational status			
	a) Illiterates	13.115	6	P=0.0412 NS
	b) High school			
	c) Higher secondary			
	d) Under graduate			
4	Socio economic status			
	a) Lower	1.397	4	P=0.844 NS
	b) Middle			
	c) Higher			
5	Types of family			
	a) Nuclear	4.884	2	P=0.086 NS
	b) Joint			
6	Number of siblings in family			
	a) 1 – 2	8.776	2	P=0.0124 S*
	b) More than 2			
7	Residential area			
	a) Rural	18.65	2	P=0.00008 S***
	b) Urban			

S***- S=Significant, *** $p < 0.001$, * $p < 0.05$ and NS= Non-Significant

Table IV shows that, there was a significant association between the number of siblings in family and residential area with self-esteem at $p < 0.05$ and $p < 0.001$ level respectively, whereas in other demographic variables such as age, gender, parents education status, socio-economic status, and types of family were not significant at $p < 0.05$ level.

DISCUSSION

This study aimed to explore the relationship between academic stress and self-esteem among adolescents. The study findings shows that, 40%, 55% and 5% of the students experienced severe, moderate and mild stress respectively, whereas in Self-esteem was 7.5% were having high self-esteem, 42.5% were having moderate self-esteem and 50% had low self-esteem. The calculated r value was $r = -0.585$, this result concludes that, there is moderate negative correlation between the academic stress and self-esteem among the adolescent. In the present study revealed that there is significant association between the residential area and the level of academic stress at $p < 0.001$ level and other demographic variables were not significant, whereas the association between number of siblings and residential area with the level self-esteem at $p < 0.05$ and $p < 0.001$ level respectively and other demographic variables were not significant.

CONCLUSION

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

For students to take learning risks and recover from failure or hardship, they need to feel confident in their abilities. Students with low self-esteem or low self-confidence have trouble believing in their own abilities, which makes them reluctant to participate in learning or take necessary risks for academic advancement. Contrarily, having a high sense of self-worth can help people cope with stress, and a low-stress workplace can be ideal for people who would benefit from having a higher sense of self-worth.

RECOMMENDATIONS

- The present study contributes to stress among students should be monitored effectively managed to prevent effects of stress on their physical as well as mental health.
- School mental health program me will be implemented to improve the self-esteem of the students.
- Adolescents' students can be taught regarding stress, stress management techniques, techniques for improving self-esteem etc.,
- The school curriculum should include alternative methods of stress management and arrange for personality development program me to improve the self-esteem of the students.
- Nurses can organize parent education and guidance and counseling programmes.
- Psycho education on attention, memory, and learning skills to be improved.
- Due to paucity of time, the present study was only quantitative in nature, whereas using qualitative analysis could have enhanced the results. So, mixed method research should be used that includes both qualitative and quantitative methods of analysis.

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