Research Paper   Education

Academic Stress of School Students in Relation to Their Self-Esteem

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ABSTRACT   This study was conducted to find out academic stress and self-esteem among school students .The sample consisted 200 School students falling in district of Punjab i.e. Ludhiana from which 100 govt. and 100 private from rural and urban areas, Student Stress Scale developed and standardized by Z. Akhtar and Self-esteem Inventory developed and standardized by Coppersmith (1967)were used to collect he data. The statistical techniques were used the mean ,standard deviation, t-value and coefficient of correlation . The results showed that the factors like set-up of the school. and gender of the school students influence academic stress and self-esteem.

KEYWORDS : Academic Stress ,Self-Esteem

INTRODUCTION
In the modern scientific technological world education plays a pivot role. Educational systems as a whole expected to prepare the younger generation to adopt better in the dynamic society. It is a process where in one is trained to understand and fulfill the rules expected from them. But conventional teaching methods used in schools have ultimately resulted in cumulative working of our education system. It is widely acknowledged that a student's academic achievement and academic ability depends upon both internal and external factors such as a study habits, SES, etc. If these situations are not conductive for learning, it leads to academic stress.

CONCEPT OF ACADEMIC STRESS
Academic stress is an emotional tension of a student which is expressed or felt by him during his failure to cope with the academic demands and its consequences may be exhibited in the form of major health hazards and problems, both physical and mental. It is generally an emotional imbalance which may be due to several reasons. One of the important sources of academic stress in school children is the great expectation of parents for achieving good marks in their examination. Students now have more home work than ever before and if the child fails to do home work as per the expectations of their teachers, the results is the cumulative academic stress. Other reasons which contribute to academic stress are tests, papers and projects, competitive nature within the chosen co curricular activities.

Gupta and Khan (1987) "Academic stress is a mental distress with respect to some anticipated frustration associated with academic failures and even an awareness of the possibility of such failure."

CONCEPT OF SELF ESTEEM
The term self-esteem comes from a Greek word meaning "reverence for self". The "self" part of self esteem pertains to the values beliefs and attitude that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.

Self-esteem means the value described by the individual to himself and quality of the way he views himself. The knowledge of conditions that contributed to the development of the positive and valuable not only to students but also to the parents and teacher who are concerned with developing and altering and adolescent's self concept.

Stephan (1995) suggested that the individual's feeling of self worth involves an analysis only of the personal or unique aspects of the social or collective part.

STATEMENT OF THE PROBLEM
ACADEMIC STRESS OF SCHOOL STUDENTS IN RELATION TO THEIR SELF-ESTEEM

OBJECTIVE OF THE STUDY
The study was carried out with the following objectives :

- To find out the difference in the level of academic stress in govt. and private school students.
- To find out difference in the level of academic stress in male and female school students.
- To find out the difference in the level of self esteem in govt. & private school students.
- To find out the difference in the level of self esteem in male & female school students.
- To find relationship between academic stress and self esteem in govt. and private school students.
- To find relationship between academic stress and self esteem in male and female school students.

HYPOTHESIS
In ordered to achieve the above said objectives of the study the investigator formulated the following hypothesis :

1. There will be no significant difference in the level of academic stress in govt. and private school students.
2. There will be no significant difference in the level of academic stress in male and female school students.
3. There will be no significant difference in the level of self-esteem of govt. and private school students.
4. There will be no significant difference in the level of self-esteem of male and female school students.
5. There will be no significant relationship in academic stress and self esteem of govt. and private school students.
6. There will be no significant relationship in academic stress and self esteem of male and female school students.

METHOD
The present study utilized the descriptive survey method of investigation in order to know about the academic stress and self-esteem of students studying in VII class in the Ludhiana district.

POPULATION
The population of the present study was students of VIII in Government and Private senior secondary schools of Ludhiana district.

SAMPLE
The sample of the present study comprised of 200 School students falling in district of Punjab i.e. Ludhiana from which 100 govt. and 100 private from rural and urban areas were selected as a sample for the present study.

TOOLS OF DATA COLLECTION
In the present study the following tools were used:

Student Stress Scale developed and standardized **by Z. Akhtar**

(1947)

Self-esteem Inventory developed and standardized by **Coppersmith (1967)**

STATISCS

The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

Mean, Standard Deviation, to study the nature of distribution of scores.

t- value to investigate the significance of difference between various groups.

coefficient of correlation to investigate relaiationship between various groups.

FINDING OF THE STUDY

On the basis of result obtained during the course of present investigation, the following findings have been draw:

1. There was significant difference in the level of academic stress in govt. and private school students.
2. No difference was observed the level of academic stress in male and female school students.
3. No difference was observe in the level of self-esteem of male and female students.
4. No difference was observe in the level of self-esteem of male and female school students.
5. (a) It was found that both the variables i.e. academic stress and self esteem of govt. school students were negatively and significantly correlated.
   (b). It was found that both the variables i.e. academic stress and self-esteem of private school students were negatively and significantly correlated.
6. (a)It was found that both the variables academic stress and self-esteem of male school students were negatively and significantly correlated.

(b) It was found that both variables academic stress and self esteem of female school students were negatively and significantly correlated.

EDUCATION IMPLICATIONS

The findings of this study have many educational implications.

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

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

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

SUGGESTION FOR FURTHER RESEARCH

The study conducted to see the relationship of vocational stress, family stress, social stress or any other stress with the depended variable of self esteem.

A comparative study may be conducted to see the relationship of academic stress with dependent variable of self esteem between hostellers and day scholars.

The relationship between stress and dependent variable of self esteem may be studied on students of low and high socio-economic status.

Study may also be conducted on the effect of academic stress on self-esteem of mentally retarded and gifted children.

The study may be conducted by taking variable like adjustment and personality a dependent variable instead of self esteem.

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