

IMPACT OF ACADEMIC STRESS ON THE SELF ESTEEM OF ADOLESCENTS

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Abstract

The present study aimed to investigate the impact of academic stress on the self esteem of adolescents. Sample consisted 100 students (50 from science stream and 50 from arts stream) studying +2 class of different schools from Muktsar districts selected randomly. Academic Stress Scale by Bisht, (1987) and Self Esteem Inventory by Coopersmith, (1987) was used to collect the data. The statistical techniques the mean, standard deviation and t value to see the significant difference between two groups were used. The result of the study indicated that there is no significant difference between academic stress and self esteem among adolescents of science and art stream students.

Keywords: Academic Stress, Self Esteem, Adolescents

The successful student is characterized by individual personality traits and abilities. The way one views himself is the most important quality of the human personality, it is a basic factor in what one does and thinks. High self esteem is the key to success and achievement in the field of education. The students, high in their estimation of themselves having favorable attitude and high well being, would be more successful in performing well which increases their self esteem which further help in achieving high academic results. Academic stress has become a source of immediate concern, it also contributes to major health hazards, problems both physical and mental, and stress related diseases. Stress now a days, is being faced by all sections of society; it has now entered the lives of students and has a devastating effect on their physical, mental, emotional and social aspects of health, thereby restricting their development and growth especially. Adolescence is a period of stress and strain. During this period the students undergo various changes that affect his way of self evaluation, package of beliefs and self esteem. The person with high self esteem is a productive and unalienated person. So self esteem development must be kept in mind for helping adolescents to create for themselves a

realistic set of expectations for success and an ability to make realistic attributions for why their success and failure occur. Lazarus (1961) defined that Stress is internal response of the individual to pressure, when pressure experienced is greater than normal abilities. In the school situation, this pressure may be accountable for individual's success and failure. Hence the kind of stress is an important factor accounting for variation in academic achievement. Chrzonwshki (1981) defined self esteem as a positive image of oneself based on fair appraisal of one's assets and liabilities. Review of Related Literature revealed that girls who preferred non-traditional occupations had higher level of self esteem as compared to those who preferred traditional occupations (Kaur,2005). Putvain (2007) conducted study on 400 school students and investigated how academic stress may affect emotional well being, health and performance. He concluded that too much anxiety affects the health of the students and had negative influence on students. Too much academic stress will negatively affect performance of school going children. Slattery (2006) found in his study on self Esteem Development in Women Transition from a Single Sex High School to a Co- Educational College that the

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academic self esteem of such women rose while their social self esteem fell during the transition.

OBJECTIVES

- To find out the difference in the level of academic stress among adolescents of science and arts stream.
- To find out the difference in the level of self esteem among adolescents of science and arts stream.

SAMPLE

The sample of the study consists of 100 adolescents of Muktsar district (50 from science stream and 50 from arts stream) studying +2 class of different schools. The schools were selected randomly.

MEASURES

- Academic Stress Scale by Bisht, A.R (1987)
- Self Esteem Inventory by Coopersmith, S (1987)

RESULT AND DISCUSSION

Table 1: Difference Between the Level of Academic Stress among Adolescents (Science and Arts)

Sr. No.	Variables	N	Mean	SD.	S.ED	t	df	Level of Significance
1	Arts	50	120.5	28.91	5.59	0.179	98	Insignificant at 0.05 & 0.01 level
2	Science	50	119.5	26.94				

Table 1 depicts that Mean and SD. of the arts students are 120.5 and 28.91. Mean and SD. of science students are 119.5 and 26.94. The calculated t value between level of academic stress of science and arts students is 0.179 which is less than table value at 0.05 and 0.01 level. So there is no

significant difference between level of academic stress of arts and science students. So Hypotheses 1. There is no significant difference in the level of academic stress among adolescents of science and arts stream was accepted.

Table 2: Difference Between the Level of Self esteem among Adolescents (Science and Arts)

Sr. No.	Variables	N	Mean	SD.	S.ED	t	df	Level of Significance
1	Arts	50	53.44	15.82	3.08	0.86	98	Insignificant at 0.05 & 0.01 level
2	Science	50	56.08	14.97				

Table 2 depicts that Mean and SD. of the arts students are 53.44 and 15.82. Mean and SD. of science students are 56.08 and 14.97. The calculated t value between level of self esteem of science and arts students is 0.86 which is less than table value at 0.05 and 0.01 level. So there is no significant difference between level of academic stress of arts and science students. So Hypotheses 2. There is no significant difference in the level of self esteem among adolescents of science and arts stream was accepted.

MAJOR FINDINGS

- The t value between the level of academic stress of science and arts stream is calculated to be 0.179 which is insignificant at 0.05 and 0.01 level. It means that there is no significant difference between the level of academic stress of science and arts stream of +2 class students.
- The t value between the level of self esteem of science and arts stream is calculated to be 0.86 which is insignificant at 0.05 and 0.01 level. It means that there is no significant

difference between the level of self esteem of science and arts stream of +2 class students.

CONCLUSION

We found that there is no significant difference in the academic stress and self esteem of adolescents of arts and science stream students. In today's time there is equal competition. Students want to excel in whatever field they go, which gives them stress and affects their self esteem.

EDUCATIONAL IMPLICATIONS

- The teacher should make healthy relationship with his students. He should use appropriate methods of teaching and content material and should also create better learning environment.
- Proper guidance should be provided to the students from time to time.
- The curriculum for children should be carved in such a way that it should be stress free. Proper co-curricular activities related to curriculum should be provided by the curriculum makers.

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