

ACADEMIC STRESS OF ADOLESCENTS IN RELATION TO SELF-ESTEEM



A

DISSERTATION

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CERTIFICATE

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ABBREVIATIONS USED

SISS-ss	Stress Inventory for School Students
ASISS-ss	Academic Stress Inventory for School Students
SEI	Self-Esteem Inventory
S.D./SD	Standard Deviation
AS	Academic Stress
SE	Self-Esteem
SPSS	Statistical Package for the Social Sciences
Govt.	Government
Pvt.	Private
N.S.	Not Significant

ABSTRACT

The present study attempts to examine the academic stress of adolescents in relation to their self-esteem. The study is quantitative in nature and the sample consists of 240 students of one Rural Tehsil (Bhalwal) and one Urban Tehsil (Jammu) of Jammu District. The sample has been selected through stratified random sampling technique from 2 Private and 2 Government Schools of the Rural Tehsil and 2 Private and 4 Government Schools of the Urban Tehsil located in Jammu District. The main objective of the present research is to study the relationship between academic stress and self-esteem of adolescents. In this study, two standardized tools namely Stress Inventory for School Students (SISS-ss) by Seema Rani and Dr. Basant Bahadur Singh (2011) and Self-Esteem Inventory (SEI) by M. S. Prasad and G. P. Thakur (1988) have been used to collect the data from the sample selected for the study. Pearson's Coefficient of Correlation has been computed for testing the hypotheses and drawing out results. 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.

CHAPTER-I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Stress is one of the special characteristics of life and its presence has been much highlighted throughout human history. The reason of the wide presence of stress in human communities is the complexity of human social, personal, and ecological environment, multiple and simultaneously interactions of human with surrounding issues, and diversity in stress expression. In psychological sciences, stress is a feeling of mental pressure and tension. Low levels of stress might be desired, useful, and even healthy. Stress, in its positive form, can improve bio-psychosocial health and facilitate performance. Furthermore, positive stress is considered as an important factor to motivation, adaptation, and reaction to surrounding environment. However, high levels of stress could result in biological, psychological, and social problems and even serious harms to people. Stress may be either external with environmental source, or caused by internal perceptions of the individual. The later form, in turn can produce anxiety, and/or other negative emotions and feelings such as pressure, pain, sadness, etc., and results in serious psychological disorders such as post-traumatic stress disorder (Shahsavarani, Abadi and Kalkhoran, 2015).

Stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as threatening to their well-being (Auerbach and Grambling, 1998). Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. Depression, anxiety, behavioural problems, irritability, etc. are few of the many problems reported in students with high academic stress. Incidences of depression were also found among stressful adolescents as it is linked with inability to concentrate, fear of failure, negative evaluation of future, etc (Reddy, Menon and Thattil, 2018). Stress refers as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors. The effect of stress is understood in many walks of life with diverse population especially among students. Stress has lessened academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviour. Academic Stress can occur due to the educational expectations from parents, teachers, peers and family members. Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure. Academic stress is very common among students and living as a student in academic institutions makes their life more memorable. But the changing environment and competitive world makes them more stressful. There is a strong relationship

between the stressful life events and reduced academic performance (Richlin-Klonsky and Hoe, 2003).

Academic stress is the anxiety and stress that comes from schooling and education. It is especially hard on school students who are adolescents. Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother and Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. Academic stressors include tests, grades, homework, academic and achievement expectations and parental pressure. School related stresses include inadequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments, inability to balance one's leisure time with school, and disorganization surrounding academic assignments and schedules. Additional sources consist of a struggle to meet academic standards, worries about time management and concerns over grades and scores. Students are thus, seen to be affected by the negative causes of academic stress. The mental health of students, especially in terms of academic stress and its impact has become a serious issue among school and policymakers because of the increasing incidence of suicides among students across the globe. Parental pressure for better academic performance is found to be mostly responsible for academic stress. Due to the constant pushing of the student by the parents in order to perform better in both academics and extra-curricular activities, some children develop deep-rooted nervous disorders during their childhood and it continues to adolescent period (Carveth, Gesse and Moss, 1996).

The period of adolescence is important for the process of self-esteem formation. The formation of self-esteem can be stimulated, encouraged both by parents and teachers. The level of self-esteem is mirrored in the adolescent's attitude and behavior, both at home and at school (Mogonea and Mogonea, 2014). The adolescents with a high level of self-esteem have the following characteristics: they are capable of influencing positively the opinion and behavior of others; they tackle new situations positively and confidently; they have a high level of tolerance towards frustration; they accept early responsibilities, they assess correctly situations; they communicate positive feelings about themselves; they succeed in having a good self-control and the belief that the things they are undergoing are the result of their own behavior and actions. Therefore, adolescence is the critical period for the development of self-esteem and self-identity, and low self-esteem may endanger adolescent's emotional regulation (Lavoie, 2012).

1.2 STRESS

1.2.1 Concept of Stress

Hans Selye (1907-1982) an American Physiologist and an extremely influential stress researcher defined stress in terms of a combination of a typing event and a reaction to

the event. Another American Physiologist Walter Cannon (1871-1945) was one of the first researchers to conduct systematic studies related to stress. According to Cannon, Physical or Psychological threats produce generalized emotional reactions accompanied by psychophysical responses, specifically the general arousal of the sympathetic nervous system. Stress has been defined as a stimulus and also as a response. Stress stimuli or stressors are of three major types: major changes or events that affect one or a few; and daily hassles or incidents in daily living which irritate or distress one. However, describing stimuli to be stressors would depend on the response elicited by the stimuli; this then refers to the relation between the stimulus (stressor) and person, emphasizing the person characteristics. The stimulus-response approach to stress is circular as it asks what (stimulus) elicits a stress response and what (response) indicates a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being (Lazarus and Cohen, 1977).

Stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as threatening to their well-being (Auerbach and Grambling, 1998). Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. Depression, anxiety, behavioural problems, irritability, etc. are few of the many problems reported in students with high academic stress. Incidences of depression were also found among stressful adolescents as it is linked with inability to concentrate, fear of failure, negative evaluation of future, etc (Reddy, Menon and Thattil, 2018). Stress refers as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors. The effect of stress is understood in many walks of life with diverse population especially among students. Stress has lessened academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviours (Richlin-Klonsky and Hoe, 2003).

Some of the definitions of stress have been mentioned below:

According to Humphrey (1992), "Stress can be considered as any factor, acting internally or externally, that makes it difficult to adapt and that includes increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment."

According to Bernik (1997), "Stress designates the aggression itself leading to discomfort, or consequences of it. It is our organism's response to a challenge, be it right or wrong."

According to Bowman (1998), "Stress is the body's automatic response to any physical or mental demand placed upon it. When pressure is threatening, the body rushes to

supply protection by turning on the juices and preparing to defend itself. It's the 'flight and fight' response in action."

1.2.2 Types of Stress

Stress is the body's natural reaction in response to a physical and/or emotional challenge. Stress is a natural and normal response and is not always a negative experience. Positive life events and well as negative ones can create a stress response to meet the challenges of a new situation. Stress can be positive in activating a person's body, mind and energy. It can be defined as an individual's capacity to mobilize every resource the body has to react promptly and adequately to any given situation. However, if stress lasts too long, the body's resources will be exhausted and the person will develop harmful or negative forms of stress reactions. To best manage the effects of stress, it is helpful to recognize its various forms and sources. According to American Psychological Association, there are six types of stress.

i) Acute Stress

Sometimes stress can be brief and specific to the demand and pressure of a particular situation, such as a deadline, a performance or facing up to a difficult event. This type of stress often gets called acute stress.

ii) Episodic Acute Stress

Some people seem to experience acute stress over and over. This is sometimes referred to as episodic acute stress. These kind of repetitive stress episodes may be due to series of very real stressful challenges, for example, losing a job, then developing health problems, followed by difficulties for a child in the school setting. For some people, episodic acute stress is a combination of challenges and a tendency to operate like a 'stress machine'. Some people tend to worry endlessly about bad things that could happen, are frequently in a rush and impatient with too many demands on their time, which can contribute to episodic acute stress.

iii) Chronic Stress

The third type of stress is called chronic stress. This involves ongoing demands, pressure and worries that seem to go on forever, with little hope of letting up. Chronic stress is very harmful to people's health and happiness. Even though people can sometimes get used to chronic stress, and may feel they do not notice it so much, it continues to wear people down and has a negative effect on their relationship and health.

iv) Baseline Stress

Day-to-day living can be stressful in even the best of times. Dealing with routine issues at home and on the job produce an ongoing, but usually manageable level of “baseline” or underlying stress. Baseline stress may be caused by various sources of tensions at the individual, emotional, family or social levels. It may be increased by changes in the day-to-day environment (being away from family without adequate communication, working with new people from different cultures, uncertainty about work, new information to assimilate, etc.). Staff Members need to be prepared for this and learn how to develop strategies to cope with it. Basic stress normally decreases after the first few weeks of a new assignment.

v) Cumulative Stress

When high levels of stress are constant or ongoing, they may result in a cumulative or chronic stress response. Cumulative stress can build up, often unrecognized, over a period of time. This type of stress can easily become can become uncomfortable and physically and mentally unhealthy when it occurs too often, lasts too long and is too severe. It is important to note that what is distressful for one person may not necessarily be distressful for another. Your individual perception, i.e. the degree of threat you feel and the amount of control you have over the circumstances, can affect the degree of distress you personally experience. We know from stress research that the single most stressful experience most people have is to feel that they cannot control their circumstances.

vi) Critical Incident Stress

A critical incident is defined as an event out of the range a normal experience — one which is sudden and unexpected, makes you lose control, involves the perception of a threat to life and can include elements of physical or emotional loss. Such incidents may include natural disasters, multiple-casualty accidents, sexual or other types of assault, death of a child, hostage-taking, suicide, a traumatic death in family, duty-related death of a co-worker and war-related civilian deaths. Although a critical incident may occur at anytime, anywhere, there are certain occupational groups that are at an increased risk of exposure to traumatic events. These include fire-fighters, emergency health-care workers, police officers, search and rescue personnel, disaster relief and humanitarian aid workers, and United Nations peacekeepers, staff members, observers and monitors. Critical Incident Stress reactions are a combination of acute responses to violence, trauma and threats to life. These require immediate attention from colleagues and the organization.

Stress is a common factor in entire human life. Every person experiences stress. In school life students have various types of stress related to academic achievement, career development, personality development and success in future life. Sources of stress can be categorized into four categories, which are: Family, Occupational, Educational and

Personal. As far as the stress related to education is concerned, the academic stress is mainly which is caused due to different pressure laid by different sources (Padhiar, 2019).

1.2.3 Impact of Stress on Adolescents

Stress affects every person regardless of age, gender, social and educational background, class, etc. Overcoming stress predominantly depends on the coping resources available to the individual at the given point of time. Apart from the availability of resources, the individual's characteristics such as maturity play a vital role in determining the effects of stress. The adolescent life stage becomes a crucial period that makes them highly vulnerable to the various stressors in the environment. It is a universally recognized life stage where there is a transition from childhood to adulthood. It is a vital stage of growth and development and the body goes through various physical and biological changes. Key life events, behavioural and physical manifestations, and social attributions are hallmarks during this period (Brown, Larson and Saraswathi, 2002). The transition is not limited to just the bodily changes and social role, but even at the institutional setting, the transition from high school to higher secondary and even graduate studies require a lot of adjustment and change. Multiple related and inter-related stressors make this process of transition highly stressful for the adolescent. Adolescents who were undergoing high stress were found to be indulging in various maladaptive and risky behaviours such as increased consumption of alcohol and drugs, unprotected sexual activities, physical inactivity, poor eating and sleeping patterns (American College Health Association, 2009). Incidences of depression were also found among stressful adolescents as it is linked with an inability to concentrate, fear of failure, negative evaluation of future, etc. (Busari, 2012).

1.3 ACADEMIC STRESS

1.3.1 Concept of Academic Stress

Academic Stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members. Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure. It is very common among students, living as a student in academic institutions makes their life more memorable. But now a day's changing environment and competitive world makes them more stressful. There is a strong relationship between the stressful life events and reduced academic performance. It refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of Homework etc. Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure (Gupta and Khan, 1987).

Academic stress pervades the life of students, and tends to impact adversely their mental and physical health, and their ability to perform schoolwork effectively. Many parents remain very much concerned about their children's grades. They pressurize

them for better academic performance. Parental pressure can come in different ways: verbally expressing their desire for good grades, yelling or punishing, or silent pressure in the form of disappointment. Parental involvement leads to better social adjustment and academic achievement, on the other hand over aspirations and negative attitude of the parents' leads to stress among students. Parents usually set unrealistically high goals for their children and expect them to come up to their expectations (Chun, 2004). When children are unable to come up to the expected standards, they are accused of being lazy or dull which induces a sense of inferiority among adolescents and sometimes leads to drastic outpourings by them in the form of mental disorders, depressions and stress. Schools also considered major causes of academic stress, which threaten to disrupt students' daily functioning like too much homework, pressure of exams, poor academic performance, and grade competition with friends etc. Academic stress is subjective stress that involves frustration associated with academic stress failure, the feelings of such failure, or even an awareness of the possibility of such failure (Misra and Castillo, 2004). High academic stress is detrimental to adolescent academic performance, adaptation, and general health (Ang and Huan, 2006; Liu and Lu, 2012). Researchers have shown that adolescents' sleep quality during examination season or learning time is notably worse than in regular daily life and that academic stress significantly influences sleep quality (Liu, Yan, Tang, and Wei, 2011).

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with others students or lecturers. Academic problems have been reported to be most common source of stress for students. Stress in family like divorce, intrapersonal conflicts and maternal depression leads to stress in the adolescents who deteriorates functioning (Forehand, Wierson, Thomas and Tracy, 1991). The most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans and boring instructor. Students experienced academic stress arising from both their own expectations to excel as well as expectations arising from their parents and teachers (Ang and Huan, 2006). There are various coping strategies used by students when experiencing academic stress. Some resort to avoidant coping; alcohol/drug abuse, denial and behavioral disengagement; while others cope actively through acceptance, planning and positive reframing and taking the necessary steps to overcome the academic stress (Sreeramareddy, Shankar, Binu and Mukhopadhyay, 2007).

Academic stress is a widespread phenomenon in the different stages of the educational system, and it adversely affects students' personal, emotional, and physical well-being, (Hoferichter, Raufelder and Eid, 2014) as well as their learning and performance levels (Liu and Lu, 2011). Different studies also highlight its relationship with early school dropout and internalizing and externalizing problems in school contexts. Academic stress is especially relevant in adolescence because the school environment is one of the most significant life contexts in the developmental stage and one of the sources of stress most identified by adolescents (Kouzma and Kennedy, 2004). In

addition, transitions between educational stages are usually related to higher levels of stress. They can have a negative influence on students' academic, personal, and social adjustment, and their levels of self-esteem and achievement (Fenzel, 2000).

1.3.2 Academic Stress Among Adolescents

Academic stress is a widespread phenomenon in the different stages of the educational system. And it adversely affects students' personal, emotional, and physical well-being as well as their learning and performance levels. Students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. Academic stress is especially relevant in adolescence because the school environment is one of the most significant life contexts in this developmental stage and one of the sources of stress most identified by adolescents. In addition, transitions between educational stages are usually related to higher levels of stress. They can have a negative influence on students' academic, personal, and social adjustment, and their levels of self-esteem and achievement (Ros, Gonzalez and Tomas, 2018). 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 (Nikitha, Jose and Valsaraj, 2014).

1.3.3 Components of Academic Stress

Bisht (1980) has given the definition of four components of academic stress

i) Academic Frustration

The quality or state of being frustrated or thoroughly upset by one or multiple things either directly or indirectly related to school, classes, homework, or other academic aspects.

ii) Academic Conflict

It is the result of two or more quantity but in compatible response tendencies to academic goals is under heavy demands of time and energy meet academic goal.

iii) Academic Anxiety

Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institution including teacher, certain subjects like Mathematics, English, etc.

iv) Academic Pressure

It occurs when the students is under heavy demands of time and energy to meet academic goal. In school, there is a range of academic pressure we feel, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load.

1.3.4 Symptoms of Academic Stress

Academic stress involved cognitive, affective, physical, social or interpersonal and motivational symptoms. These are follows as;

i) Cognitive Symptoms

Cognitive symptoms are subtle and are often detected only when neuropsychological tests are performed. They include the following poor “executive functioning” (the ability to absorb and interpret information and make decisions based on that information), inability to sustain attention.

ii) Affective Symptoms

Affective symptoms are set of psychiatric diseases, also called mood disorders. The main types of affective disorders are depression, bipolar disorder, and anxiety disorders. Symptoms vary by individual, the typically affect mood e.g. feel inferior, lack of confidence, feel under pressure, feel failure, worry about parent’s expectations etc.

iii) Physical Symptoms

These are related to physical conditions of the individuals. Individuals having physical stress usually get headache, get nervous, less desire to eat, loss of sleep, heart beats faster than normal etc.

iv) Social/Interpersonal Symptoms

Symptoms like nobody to help, get irritated with everyone, not feel like talking to, like to stay alone, nobody understands me etc. are social/interpersonal symptoms.

v) Motivational Symptoms

Lack of interest, no enjoyment in extracurricular activities, difficulty in completing lessons etc. are the examples of motivational symptoms. (Padhair, 2019).

1.3.5 Causes of Academic Stress on Students

One of the greatest contributors to stress in children’s is hurry to get ready, to go from one place to another, to do well in school and to become an all-round achiever. Stress also occurs in response to pressures such as homework, tests, over-load of non school activities, conflict with friends and family and the physical and emotional changes that come with growing up. If children are involved in too many activities and don't have time to ‘just be kids’, it can be extremely stressful.

Stress is created in students when there is parental pressure to perform and to stand not among other children. When they cannot rise up to these expectations, or during the process of achieving it, children may suffer from frustration physical stress, aggression,

undesirable complexes and depression. School systems are also to blame, as it crams students with tremendous amount of school work, which students are expected to complete sacrificing their leisure hours or vacations. Unable to find enough time for them, students lose interest in studies and under perform. Besides this, teenage depression or growing up tensions adds to the academic pressure. If children are unable to adapt to the transition or change, it may result in enormous amounts of anxiety, negative personal traits and can even to massive attention problems.

The important causal factor in academic stress is parental pressure. The parental pressurization includes parental beliefs expectations, dispositions and behaviors causing both psychological and physical strain to the child. Parents pressurize their children by being over anxious and ambitious, controlling and rigid and forcing the child to achieve beyond his actual capabilities. If parental expectations are too high, children feel frustrated, which in turn can cause a dislike for studies. When parents concentrate on grades alone, they become more like a dictator. The child thus, comes to believe that the only means of gaining the love and approval of his or her parents is through academic success. As a result, the child strives to excel in his academics, failure of which, leads to extreme anxiety, depression and a sense of failure. Another aspect is stress at school. The relationship between students and teachers are relatively short-term. The stressful situation in schools may be related to a number of factors, such as, the emotional climate of the school, teachers student's relationship, inadequate facilities, overcrowding in the class-room, examinations etc. The stressful situations at school may also be related to the teaching strategies, learning styles, interpersonal relationships etc.

It has observed that instead of encouraging independence, creativity, responsibility and self-reliance, schools often over-emphasize obedience, discipline and conformity, thereby creating a very stressful environment. The school emotional climate is significantly related to the scholastic achievement of its students. Better the communication skills of the teacher and the emotional climates of the class, lesser the stress observed among students and better the academic achievement. We cannot deny the problem of overcrowded classroom. The result shows that a classroom size, ranging from 20 to 40 students was not generally stressful, nor did it influence the student's scholastic achievement negatively (Prabu, 2015).

The relationship between teacher-student and student within themselves also has a chance of having stress. Most of the students are prefer non-authoritarian teachers than the strict authoritative. Classes that are too task oriented and that which emphasize teacher control, tend to make students feel anxious, interested, unhappy and bored. Yet another important determinant of academic; stress is the classroom atmosphere. When relationships with peers are good and friendly, with no friction in the classroom, then children are found to be happier, which in turn helps them to achieve academic excellence. Teaching strategies has been shown to be an important factor in academic achievement.

Research studies have concluded that extroverted students find informal, unstructured, teaching methods less stressful and more beneficial, while introverted students found the formal, structured learning environment with the traditional teaching approach less stressful and more beneficial. Therefore, the reported academic superiority of introverts may be due to the act that the present educational system is highly structured, formal

and geared to the needs of introverts than extroverts, who require a different teaching strategy one which stresses more on individuality, personal lion, legibility and spontaneity in teaching (Jain and Singhai, 2017).

1.3.6 Sources of Academic Stress

Ayyub and Khan, (2013) gave the following sources of Academic Stress;

i) Homework Problems

Students are being assigned a heavier homework load than in past years, and that extra work can add to a busy schedule and take a toll.

ii) Test Anxiety

Many of them experience test anxiety, regardless of whether or not were prepared for exams. Unfortunately, some studies show that greater levels of test anxiety can actually hinder performance on exams. Reducing test anxiety can actually improve scores.

iii) Lack of Family Time

Due in part to the busyness of adolescents' lives and the hectic schedules of most parents, the sit-down family dinner has become the exception rather than the rule in many households. Due to a lack of available family time, many parents are not connected to their children, or knowledge about the issues they face, as they would like.

1.3.7 Consequences of Academic Stress

The quality of work produced by the child in the course of his studentship can be severely affected by poor coping strategies. First, stress may produce a focus on short-term completion to long term learning. Secondly, many pressured students attempt to other interests and limit their efforts to what is required solely within their field of study. This causes an unhealthy isolation. The academic goals, students often neglect their interpersonal relationships. The hindrance of time, commitments, lack of social involvement and hesitancy towards self-disclosure, prevents the natural development of rewarding support networks. Students do not benefit from the close community relationships that will help them cope with the pressures of academic life. In addition, emotional exhaustion may disengage the student from family relationship. In today's world the practice spending quality time with one's faming is fast disappearing, as a result of which, family members fail to meet each other's emotional needs. Students who had to face extreme pressures in their student life are more likely to carry over this stress into their workplace, as a result of which they are finable to maintain a healthy professional life. Such individuals are thus forced to give up their jobs, at least temporarily until they are able to cope with the in a more effective manner (Mello and Govindaraju, 2016).

1.3.8 Coping with Academic Stress

The adolescence should be taken seriously as it can lead to depression, drug abuse, and alcoholism, but most importantly, suicide. It is thus, essential to develop coping skills, to deal with the academic pressures one faces, to succeed in a health. It is important to realize one's priorities and accordingly set a schedule for the different activities throughout the day. When setting schedules, it is also important to include time for leisure activities to get away from the monotony of studies and refresh one. A well-balanced diet, appropriate sleep and adequate exercise are also essential.

The support of friends and family enables an individual to cope better with the pressures of school and college. It is thus essential to develop an interaction network, by spending time with close friends and people who share the same hobbies. In some cases the professional help such as counselors, psychologists etc. can be taken to handle the situation better. Helping adolescents realize that they are important members of society can ease a great deal of their stress.

Adults can help adolescents to cope with their stress by encouraging them to talk openly about their emotions and feeling, reassuring them and by offering their support. The first important step for parents is to be aware of the possible stressors and to recognize different signs of stress in their children. Parents should be realistic about their child's abilities and should take care so as not to burden them with unreasonable expectations in academic as well as extra-curricular fields. Parents should keep track of their child's academic performance and watch for any sudden declines in his/her academic performance, be in constant touch with the teachers to be able to identify a problem the child may be experiencing in school and most importantly reassure the child of parental love and support. Parents can help their children cope with their academic pressures by discussing their expectations with their children and to lower these expectations if they seem to be unattainable by the child. Parents should take an interest in and be available, when the child needs help with his school work. They should help the child develop an academic routine, at home. Parents should encourage children to set up hobbies, participate in extra-curricular activities and exercise regularly, all of which are effective stress relievers.

Lastly, it is essential for parents to review, evaluate and change their parenting styles if now to be ineffective. Interaction with teachers and peers is instrumental in shaping the child's personality. The role of school, therefore, should be to provide a more psychologically oriented, scientific approach to preparations for exams, concentrating not only on the particular subject but also on how to learn and study those teachers should have a supportive attitude and also identify vulnerable student and give them special attention from the very beginning. Thus, by recognizing the role of the academic environment and its oppressive nature, by understanding the personal trait such as perfectionism and the tendency to overachieve, and by identifying physiological and cognitive symptoms that indicate emotional exhaustion, the student can learn effective coping strategies to stop (Mello and Govindaraju, 2016).

1.4 ADOLESCENTS

The term “Adolescence” comes from the Latin word “adolescere” which means “to grow” or “to maturity”. So the essence of the word adolescence is growth and it is in the sense that adolescence represents a period of intensive growth and change in nearly all aspects of child’s physical, mental, emotional and social life. Adolescence is probably the most challenging and complicated period of life to describe, study or experience.

Piaget expressed adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights. This integration into adult society has many affective aspects, more or less linked with puberty. It also includes very profound intellectual changes. These intellectual transformations typical of the adolescents thinking enable him to achieve his integration into the social relationship of adults, which is in fact, the most general characteristic of this period of development (Shawl and Mehraj, 2017).

According to A.T. Jersild, “Adolescence is a period during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically”.

Stanley Hall said, “It is a period of stress and strain, storm and strife”.

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. It is associated with the teenage years. It is a period of development and consolidation of the social self of one’s identity and understanding of the self in relation to the social world. It is a time for rapid cognitive development. Adolescence is a pivotal developmental period in which children begin to form an enduring sense of personal identity and agency about themselves. Academic stress is a widespread phenomenon in the different stages of the educational system, and it adversely affects students’ personal, emotional, and physical well-being, as well as their learning and performance levels (Choudhary, Blakemore and Charman, 2006). Academic stress is especially relevant in adolescence because the school environment is one of the most significant life contexts in this developmental stage and one of the sources of stress most identified by adolescents. In addition, transitions between educational stages are usually related to higher levels of stress. They can have a negative influence on students’ academic, personal and social adjustment and their levels of self-esteem and achievement. Adolescence is a crucial, critical period in individual’s development, a transition period between childhood and adulthood in a particular environment. Self-esteem plays a very important role for development during the adolescent period. High self-esteem has positive effect on school performance and low self-esteem leads to poorer school performance and low self-esteem is the main reason of high academic stress among adolescents (Kouzma and Kennedy, 2004).

Adolescence is a difficult stage from childhood to adulthood and is a time of major changes in all areas of functioning. Children and adolescents can experience various

life stresses ranging from catastrophic or traumatic life events, persistent strain and daily hassles. Academic matters are the most important sources of chronic and sporadic stress for young people in both Western and Asian countries, and has significant associations with mental health problems, such as depression, anxiety and suicidal ideation. It is an increasing concern regarding study pressure and its relationships with mental health problems among school children and adolescents in India. Suicide is the third leading cause of death among adolescents, and unrevealed depression is a major cause. Academic stress may be contributing factor in depression (Jayanthi, Thirunavukarasu and Rajkumar, 2015).

1.4.1 Problems of Adolescents

As adolescents are facing various problems and few of them are noted below;

i) Physical Problems

Adolescents are generally in good health, but they often discover they can avoid unpleasant situations by 'not feeling well'. Attempts at suicide are increasingly common among today's adolescents. They give more importance to their outer look. They want to look like models and film actors. And imitating them maximum to look like them through dress and going for the cosmetics. And those who have low self esteem about their outer look like dark complexion, stunt growth, crooked teeth, poor eyesight, or hearing loss, rarely prevent adolescents from doing what their peers to do. They consider the physical attractiveness is an asset, there is evidence that adolescents who are too attractive have a physical hazard because their peers.

ii) Psychological Problems

The major psychological hazards of adolescence center around the failure to make the psychological transitions to maturity that constitute the important developmental tasks of adolescence. Late maturity has less time in which to master of the developmental tasks of adolescence than early matures or those who mature at the age average age. This leads to psychological problem. In the area of social behavior, immaturity is shown in a preference for childish patterns of social groupings and social activities with peers of the same sex and a lack of acceptance by peers groups, which in turn deprives the adolescent of the opportunity to learn more mature patterns of social behavior. Immaturity is especially apparent in the area of sexual behavior. The reason for this is that adjustment from antagonism toward members of the opposite sex, characteristics of late childhood and puberty, to an interest in and the development of feelings of affection for them is a radical one. Because of immaturity may develop inferiority complexes. If their gap is small adolescence will experience some self-dissatisfaction but, if it is wide they are likely to consider themselves worthless and contemplate or even attempt decide. The

areas in which immaturity due to failure to make the transition to more mature behavior, are especially common are social, sexual and moral behavior and immaturity in family relationships when immaturity is pronounced. It leads to self rejection with its damaging effects on personal and social adjustments.

iii) Emotional Problems

Traditionally, adolescence has been thought of as a period of “storm and stress” – a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. While it is true that growth continues through the early years of adolescence. It does so at progressively slower rate. Boys and girls are said to have achieved emotional maturity if the end of the adolescence. Adolescent emotionality can be attributed mainly to the fact that boys and girls come under social pressures. For example problems related to romance are very real at this time. While the romance is moving along smoothly, adolescence is happy, but they become respondent when things begin to go wrong. Similarly with the end of their schooling in sight, adolescents begin to worry about their future (Kakkad, Trivedi, Trivedi and Raichandani, 2014).

Adolescence is the fascinating as well as the most critical period in the life of an individual. Stress in adolescents is necessary to improve the quality of life. Education is a part and parcel of the lives of a large number of people, the importance of which is growing by leaps and bounds with each new day. In spite of this, recent years have seen a growth in stress related disorders among students, most of which are a consequence of the academic pressures, faced by them. These may include unreasonable expectations of parents, setting of high standards that one is unable to achieve or problems with peers and teachers. Academic pressures, if left unattended to, leads to dire consequences in every aspect of the student’s life- physical, mental, emotional, cognitive and social. However the most important consequence of academic stress is its increased risk to suicide. People must know how to live in good terms with himself how to manage and control & sometimes improve himself. Most of the stress occurs when people try to be pleasers and perfectionists & this placed extra demands on one self without knowing his capabilities.

1.5 SELF- ESTEEM

1.5.1 Concept of Self-Esteem

According to Maslow (1987), “Self-esteem is used to describe a person’s overall sense of self-worth or personal value. Self-esteem often seems a personality trait, which means that it tends to be stable and enduring. It can involve a variety of beliefs, emotions and behaviours”. Self-esteem is essentially an aesthetic or valuable phenomenon. Self-esteem is closely associated with personality functioning. High self-esteem is manifest in enhanced initiative happiness and life satisfaction. Self-esteem is

positively associated with better self-rated health and low self-esteem has been related to poor physical health outcomes (Sabita, 2015). Self-esteem does not remain unchanged across the lifespan: its stability increases throughout adolescence and young adulthood until midlife. There is often a significant difference between male and female self-esteem levels during adolescence. The most common difference is that males tend to have higher levels of self-esteem throughout the teenage years, and well into adult life. Children's and adolescents' self-worth is also affected by how others view them, particularly other people who are important to them. Parents matter, of course even to adolescents. Children are more likely to view themselves positively when their parents are affectionate towards them and involved with them (Robins, Trzesniewski, Tracy, Gosling, Potter, 2002).

Self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones (Blascovich and Tomaka, 1991). Self-esteem is a part of our personality and in order to raise it we need to have a sense of personal and worth coming from those life challenges that demonstrate our success. Self-esteem is a fundamental component of self-awareness. It occupies a key place in the structure of adolescent individual because it is related to mental health and definition of life goals. Self-esteem is formed in the family by the parents and their attitude is of paramount importance. Self-esteem is described as an individual's subjective evaluation of his/her worth as a person which has an important function to psychological well-being. High self-esteem is associated with satisfactory interpersonal relationships, such as security and closeness, appropriate coping strategies. Conversely, low self-esteem is related to depression and anxiety disorder (Minev, Petrova, Mineva, Petkova, Strebkova, 2018).

The formation of self-esteem implies a long process. It is correlated with the formation of self-image and self-consciousness and the period of adolescence is important for the process of self-esteem formation. The formation of self-esteem can be stimulated, encouraged both by parents and teachers. The level of self-esteem is mirrored in the adolescent's attitude and behaviour, both at home and at school. The adolescents with high level of self-esteem have the following characteristics: they tackle new situations positively and confidently; they have a high level of tolerance towards frustration; they accept early responsibilities, they assess correctly situations; they communicate positive feelings about themselves; they succeed in having a good self-control and the belief that the things they are undergoing are the result of their own behaviour and actions. Therefore, adolescence is the critical period for the development of self-esteem and self-identity, and low self-esteem may endanger adolescent's emotional regulation. On the other hand, high self-esteem serving as a role of resilience or positive adaptation (Moksnes and Espnes, 2012).

Self-esteem is the negative or positive attitude that individuals have of themselves. The study of self-esteem has persisted for at least 40 years because many are convinced that

high self-esteem produces salutary outcomes and low self-esteem is at the root of personal and social problems (Stets and Burke, 2014). Self-esteem is a concept that person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. In fact, what a person thinks about himself comprises the attitudes and feelings that he has about himself (McDavid and Harari, 1968).

1.5.2 Components of Self-Esteem

According to one definition (Braden, 1969), there are three components of self-esteem.

- It is an essential human need that is vital for survival and normal, healthy development.
- It occurs in conjunction with a person's thoughts, behaviors, feelings, and actions.
- It arises automatically from within based upon a person's beliefs and consciousness.

Self-esteem is an indicator of good mental health. It is how one feels about ourselves. Some self-doubt, particularly during adolescence, is normal even healthy but low self-esteem should not be ignored. In some instances, it can be a symptom of a mental health disorder or emotional disturbance. Self-esteem is the collection of feelings that we have ourselves, or "self-perceptions". How we define ourselves influences our motivations, attitudes and behavior and affects our emotional adjustment. Self-esteem can also be defined as the combination of feelings of capability with feelings of being lived. Healthy self-esteem results when the right balance is attained. As a child tries, fails, tries again, fails again, and then finally succeeds, it develops idea about their capabilities. At the same time, it creates a self-concept based on interaction with other people. That is why parental involvement is instrumental in helping a child to form accurate, healthy self-perceptions. Self-esteem is often confused with confidence. Self-confidence is the knowledge that one can succeed in relationship, career, goal etc. Self-esteem, on the other hand, is the capacity to like and love oneself; and feel worthwhile, irrespective of all the ups and downs of life. Someone with a healthy self-esteem simply likes himself or herself. A healthy self-esteem is not contingent on success because there are always failures to contend with. Neither is it a result of comparing ourselves with others because there is always someone better. With a healthy self-esteem, we like ourselves because of who we are and not because of what we can or cannot do or what other think about us.

Self-Esteem and Behaviour

Low self-esteem fosters much unhealthy behaviour. Even though we might become aware of these behavioural problems, it often behaves like a herculean task to change them unless the root of the problem is not deal first.

Self-Esteem and Relationships

People who feel that they are likable and loveable (in other words people with good self-esteem) have better relationships. They are more likely to ask for help and support from friends and family when they need it. This is why many with low self-esteem get stuck in unhealthy relationship, if we don't like or love ourselves it's easier to believe that others will not love us too.

Self-Esteem and Emotions

All emotions are actually healthy-even those so called negative ones like anger, sadness, frustration etc. It's natural (and healthy) to feel upset when you fail, or outraged at an injustice. "If you are facing, a negative event it is not healthy for you to feel good about the occurrence of this event nor is it healthy for you to feel indifferent about it. Rather, it is healthy for you to feel bad about it. Feeling bad about a negative event helps you to think clearly about the event, to change it, if it can be changed and to make a constructive adjustment to it, if it cannot be changed" (Gupta, 2019).

1.6 NEED AND SIGNIFICANCE OF THE STUDY

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic stressors may show in any aspect of the individuals' home environment, school, neighborhood, or friendship. The impact of academic stress has led to poor outcomes in the areas of exercise, nutrition, substance use and self-care. Adolescence is a period of storm and stress. During this period the students undergo various developmental changes that affect his way of self-evolution and self-esteem and academic achievement also. Academic stress put positive effect on the self-esteem. Mostly the students who are in academic stress, they have high self-esteem and they are also good in their studies. In the same way, those who have high self-esteem they perform well in their academics and they have positive academic stress. The present study is helpful to school administrator, teachers, parents, curriculum designers and councilors to provide educational guidance to the students so that their self-esteem will become good and appreciable.

1.7 STATEMENT OF THE STUDY

ACADEMIC STRESS OF ADOLESCENTS IN RELATION TO SELF-ESTEEM

1.8 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Academic Stress

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even awareness to the possibility of such failure. Academic stress pervades the life of students, and tends to impact adversely their mental and physical health, and their ability to perform school effectively. Academic

stress has been measured by Stress Inventory for School Students (SISS-ss, Hindi Version) by Seema Rani and Dr. Basant Bahadur Singh (2011) in the present study.

Self-Esteem

Self-esteem is the evaluation of the self and it is an effective response to one's self-description. Self-esteem is used to refer to a personal variable that captures the way people generally feel about themselves. It is also used to refer to the way people evaluate their various abilities and attributes. Self-esteem has been measured by Self-Esteem Inventory (SEI, English Version) by M.S.Prasad and G.P.Thakur (1988) in the present study.

Adolescents

In the present study, adolescents refer to students studying in 9th class comprised of age group from 13 to 16 years in Government and Private Schools (High and Higher Secondary) of 1 Rural and 1 Urban Tehsil of Jammu District.

1.9 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 relationship between academic stress and self-esteem of rural male adolescents.
5. To study the relationship between academic stress and self-esteem of rural female adolescents.
6. To study the relationship between academic stress and self-esteem of urban male adolescents.
7. To study the relationship between academic stress and self-esteem of urban female adolescents.

1.10 HYPOTHESES OF THE STUDY

1. There is no significant relationship between academic stress and self-esteem of adolescents.
2. There is no significant relationship between academic stress and self-esteem of male adolescents.
3. There is no significant relationship between academic stress and self-esteem of female adolescents.
4. There is no significant relationship between academic stress and self-esteem of rural male adolescents.

5. There is no significant relationship between academic stress and self-esteem of rural female adolescents.
6. There is no significant relationship between academic stress and self-esteem of urban male adolescents.
7. There is no significant relationship between academic stress and self-esteem of urban female adolescents.

1.11 DELIMITATIONS OF THE STUDY

1. The study has been delimited to 240 students of grade 9.
2. The study has been restricted to English medium schools of 2 Tehsils (1 Rural and 1 Urban) of Jammu District only.
3. The study has been delimited to the schools affiliated to the Jammu and Kashmir State Board of School Education and Central Board of School Education.
4. Academic Stress has been measured through one tool i.e. Stress Inventory for School Students (SSIS-ss, Hindi Version) by Seema Rani and Dr. Basant Bahadur Singh (2011).
5. Self-Esteem has been measured through one tool i.e. Self-Esteem Inventory (SEI, English Version) by M.S.Prasad and G.P.Thakur (1988).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The first step in research as a matter of fact is to know what has been done in this field, because such a venture gives the scholar an understanding of the previous work that has been done by the previous researches. Anyone does not start from the beginning but he

picks up the thread where it has been left out. A review of related literature helps to develop an insight of investigator and saves the researchers time and effort. Until we have learnt what others have done and what still remains to be done in this field, we cannot develop a research project that contributes to further knowledge in our field without getting an idea of research possibilities that have been overlooked. It enables us to know the mean of getting to the frontier in the field of a problem. The review of related literature provides us with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research worker. A careful review of the research, research journals, books, dissertations, theses, and other sources of information of the problem to be investigated is one of the important steps in the planning of any research studied.

The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of education. Researcher takes advantage of the knowledge which was accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. It furnishes the researcher with indispensable suggestions about comparative data, good procedure, likely methods and tried techniques. The information about the activities of previous investigations stimulate the researcher to use each bit of knowledge as a starting point for new and further progress.

A review of related literature is must in research. The reasons behind carrying out review are that it helps the researcher identify and define a research problem and justify the need for studying a problem. It prevents unnecessary duplication of a study and can act as a source of a theoretical basis for the study. It enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variables and finally, it helps to formulate and refine research instruments. In the present study, the investigator has reviewed the researches done in the field of academic stress of adolescents in relation to self-esteem. It has been presented in three sections. Section 2.2 presents about the studies related to Academic Stress, Section 2.3 presents about the studies related to Self-Esteem and Section 2.4 presents about the studies related to relationship of Academic Stress and Self-Esteem.

2.2 STUDIES ON ACADEMIC STRESS

Huan, Yeo, Ang and Chong (2006) investigated the effect of dispositional optimism and gender on adolescents' perception of academic stress. The sample of study was 430 students between the age of 13-16 years enrolled in 7th and 8th class of secondary schools of Singapore. The tools used for data collection were Life Oriented Test and Academic Expectation Stress Inventory. Data was evaluated by using multiple regressions. Results indicated a significant negative relation between dispositional

optimism and academic stress which states that adolescents having optimism face lower academic stress on the other hand adolescents having lower level of optimism faces higher academic stress.

Friedlander, Reid and Cribbie (2007) conducted a study that examined the joint effects of stress, social support, and self-esteem on adjustment to university. First-year undergraduate students (N=115) were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved overall, academic, personal-emotional and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment.

Ganesh and Magdalin (2007) purposed a study to compare children from disrupted families and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys, 40 from disrupted and 40 from non-disrupted families were matched in their age and socio-economic status. Tools used were Mooney's Problem Checklist and Rajendran's Academic Stress Questionnaire. Results indicated that children from non-disrupted families have higher academic stress than children from disrupted families. Similarly with regard to perceived problems, significant difference was found between the two groups.

Bjorkman (2008) conducted a study on the academic stress, social support, and internalizing and externalizing behavior in sample of sixth and eighth grade students. A sample consisted of 268 students from sub urban Illinois. It was revealed that academic stress is the relevant construct to consider when examining the potential source of stress that junior high school students' experiences, and girls and boys report similar level of academic stress. The result of this study suggested that academic stress has relevant construct to consider when investigating potential correlates and emotion and behavior problems. Early identification along with specific instruction of stress reducing skills may be useful in preventing and remedial student's response to stress.

Dixon and Kurpius (2008) investigated the interrelationships among these four variables i.e., depression, stress, self-esteem and mattering. Participants included college students (199 males and 256 females) between the ages of 18 and 23. Significant sex differences were found with women reporting greater depression, college stress and mattering. Sex, Self-esteem, and Mattering accounted for 13.8% and 39.4% of the variance in stress and depression, respectively. Accounting for 49.1% of the variance, the full model including sex, self-esteem, and mattering enhanced the ability of stress to predict depression.

Huan, Yeo, Ang and Chong (2006) conducted a study with an objective to examine the contributing role of the different aspects of adolescent concerns on the academic stress

of youths in Singapore. Data was obtained using two self-report measures: the Adolescent Concerns Measure and the Academic Expectations Stress Inventory. The study examined four different aspects of adolescent concerns namely: family, personal, peer and school concerns. Gender differences were also explored in terms of these predictions as well as the academic stress experienced by the adolescents. Results obtained showed that only the scores on the Personal Concerns Subscale were positively associated with the academic stress arising from self and other expectations, in both adolescent boys and girls.

Singh and Upadhyay (2008) investigated academic stress in the context of the age and sex difference among college students. The sample of the study was 400 students of first and third year of degree course. Findings revealed that first year students experienced higher degree of academic stress as compared to third year students. At the same time, female students perceived more academic stress in comparison to their male counterpart.

Wilks (2008) examined the relation of academic stress with perceived resilience in social work students, and also to determine social support as a protective element of resilience in the relation. The sample consisted of 300 students and 14 social work students of U.S.A. Results revealed that academic stress is negatively relationship with social support and resilience. Social support has positive influence over resilience. Academic stress is responsible for the maximum variation in resilience scores.

Huan, See, Ang and Har (2008) explored the impact of adolescents' concerns on their academic stress. The objective of their study was to examine the contributing role of the four different aspects of adolescents concerns namely: family, personal, peers and school concerns on the academic stress of youths in Singapore. Gender differences were also explored in terms of these predictions as well as the academic stress experienced by adolescents. Findings revealed that only the scores on personal concerns subscale were positively associated with the academic stress arising from self and other expectations in both boys and girls. For the girls, school-related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the academic expectations stress inventory than boys did.

Agolla and Ongori (2009) investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in universities of Bostwana. A total of 320 students participated in that study. Data was collected through Self-Administered Questionnaire. It was found out that academic work load, in adequate resources, low motivation, poor performance in academics, over-crowded lectures hall and uncertainty of getting job after graduating from the university lead to stress among the students.

Joshi and Srivastava (2009) investigated the self-esteem and academic achievement of urban and rural adolescents, and examined the gender differences in self-esteem and academic achievement. The sample of their study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to14) were

equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Tan (2010) conducted a research to examine the relation of dispositional optimism gender on high ability students' perception of academic stress. It also sought to understand the relationship of dispositional optimism with other psychological variables such as self-esteem, academic self-efficacy, academic resilience, hope and satisfaction in school among high-ability students. Lastly, this study investigated the academic program and gender differences in these psychological factors. The sample consists of 298 high ability junior college level students of Singapore. Data was collected using the Self-report optimism, Stress, and other Psychological Traits Questionnaire. Results indicated that optimism is significantly negatively related with academic stress among students as well as dispositional optimism and gender significantly predicts academic stress.

Deb, Strodi and Sun (2012) investigated academic stress among private secondary school students in India, The purpose of this study is to examine the prevalence of academic stress and examination anxiety among private secondary school students in India as well as the associations with socio-economic and study related factors participants were 400 adolescent students (52% male) from five private secondary schools in Kolkata who were studying in grades 10 and 12. Participants were selected using a Study-Specific Questionnaire. Findings revealed that 35 and 37 percent reported high and very high levels of academic stress but those who had lower grades reported higher levels of stress than those with higher grades. Students who engaged in extra-Curricular activities were more likely to report examination anxiety than those who did not engage in extra-curricular activities.

Thwabieh and Qaisy (2012) assessed the levels of stress experienced by university students. A Quantitative Approach has been undertaken to assess students stress. The sample consisted of 471 students from Tafila Technical University. The results indicated that the students experienced a moderate level of stress and that female students had more stress than males. Their main findings were that the students experienced a moderate level of stress and that the main factors associated with stress were social.

Bataineh (2013) investigated the academic stressors experienced by the students at King Saud University. A total sample of 232 subjects' participated in this study were obtained from faculty of Education at KSU. Data were collected through Self-

Administered Questionnaire which was randomly distributed to the students during lecture time. Data obtained was analyzed using Descriptive Statistics, Correlation and Analysis of Variance (ANOVA). The results showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress. Lastly, the study found that there were no significant differences in academic stress among students with different level of study and specialization.

Callaghan (2014) conducted a quantitative, correlational study with a purpose to explore the relationship of stress to gender, age, intrinsic motivation, extrinsic motivation, student expectations and self-esteem among students. The convenience sample of 436 participants comprising of males aged between 17 to 56 years ($n= 137$) and females aged between 17 to 60 years ($n= 299$) took part in a cross-sectional between group study. The analysis showed significant findings were found for stress in relation to age, gender and self-esteem. Mixed findings on the factors of academic motivation were found. These factors were need for achievement, mastery of goal (intrinsic motivation), power motivation, fear of failure, authority expectations (extrinsic motivation). Significant findings were found for need for achievement, master of goals, fear of failure and authority expectations. This study contributes to research on student stress and the individual components that influence stress.

Jayanthi, Thirunavukarasu and Rajkumar (2014) conducted a cross-sectional study on Academic Stress and Depression among adolescents. The study examined the relationship between academic stress and depression among adolescents. The samples of 1120 adolescents from classes 9th to 12th from Higher Secondary Schools of Tamil Nadu were screened by MINI-kit tool. The tools used for collecting data were Modified Educational Stress Scale for adolescents and Beck Depression Inventory (BDI). Results indicated that a moderate positive relationship was found between the level of depression and the level of academic stress. Adolescents who had academic stress were at 2.4 time's higher risk of depression than adolescents without academic stress.

Deb, Strodi and Jiandog (2015) conducted a study on academic stress, parental pressure, anxiety and mental health among High School Students. The sample of study was 190 students from grades 11 and 12 from three government aided and three private schools. Data was collected by using a specially designed Structured Questionnaire as well as the General Health Questionnaire. The result revealed that academic stress was positively correlated with parental pressure and psychiatric problems. Academic stress is a serious issue which affects nearly two-thirds of senior high schools in Kolkata.

Farhan and Khan (2015) conducted a study to evaluate the impact of stress and self-esteem and gender's effect on students' academic performance in selected private universities of Pakistan. Three hundred students from different private universities of Pakistan were surveyed using cluster random sampling technique by means of

Rosenberg Self-esteem Scale and Perceived Stress Scale Questionnaires. Factor and regression analysis, correlation, and t-test were employed. The findings revealed that self-esteem and stress were strongly correlated with each other but gender had no significant impact on students' level of stress and self-esteem of the surveyed students.

Prabu (2015) conducted a study on academic stress among higher secondary students. The study consisted of 250 students in 11th standard in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The sample was selected by using Simple Random Sampling Technique. A standardized tool namely Academic Stress Scale by R.BalajiRao was used for data collection. Analysis of the data was done by using Descriptive analysis (t-test). The study revealed that higher secondary schools' students have moderate level of academic stress and sub samples taken also have moderate level of academic stress.

Jayanthiet, Thirunavukarasu and Rajkumar(2015) conducted a cross- sectional study at higher secondary schools in Tamil Nadu. 1120 adolescents were included in the study. Modified Educational Stress Scale for Adolescents was administered to all children. Adolescents who had academic stress were at 2.4 times (95% CI=0.9-2.4) ($P<0.001$) higher risk of depression than adolescents without academic stress. Adolescents with severe academic stress need to be identified early as interventions to reduce academic stress are likely to affect the occurrence and severity of depression.

Kauts (2016) conducted a study on academic stress and emotional intelligence among college students. Six degree colleges of Jalandhar City were selected randomly. From these six colleges, 300 students were selected randomly for the study. The scale of emotional intelligence and academic stress i.e. Emotional Intelligence Scale (EIS) by Anukool Hyde, SanjyotPethe&UpinderDhar (2001) and Bisht Battery of Stress Scale (BBSS) by Abha Rani Bisht (Almora) were administered on selected sample. Thus, the data obtained was analysed using descriptive statistics. Relevant means, S. D's, t-values & 3x2 ANOVA were computed to draw the conclusions. The analysis of data significantly concluded that the students from science stream experience high stress as compared to students from humanities and commerce streams. Further, it was found that emotional intelligence reported high academic stress as compared to the students with high emotional intelligence.

Sonali (2016) conducted a study to find out the impact of academic stress among adolescents with regard to gender, class and type of school organization. The study consisted sample of 160 students from class XI and XII of CBSE and BSEB affiliated two senior secondary schools of Samastipur (Bihar) viz. Holy Mission Senior Secondary School, Samistipur and Model Senior Secondary School, Samastipur. The method used was Simple Random Sampling Method and the data was collected by using Academic Stress Questionnaire by Akram, Khan and Baby. The findings revealed that no significant difference exists in the academic stress of students in relation to gender, while significant difference exists with regards to class and type of school organization. Students of class XII of both CBSE and BSEB affiliated schools had more

academic stress than that of class XI. Students studying in CBSE affiliated school had more academic stress than BSEB affiliated school. It was concluded that academic stress has not any impact upon gender while has significant impact upon class and type of school organization.

Subramani and Kadiravan (2017) conducted a study to explore the academic stress and its relationship with mental health among high school students. A sample of 200 high school students from government and private schools in and around Salem city, Tamilnadu was selected through Stratified Random Sampling. Data was collected by using Educational Stress Scale for adolescents by Sun and Jinadong (2012) and Positive Mental Health Scale by Vaingankar (2012). The results revealed that students from private schools experienced high academic stress than that of government school students, and private school students have higher mental status than their counterpart. It was also found that academic stress had significant relationship with the mental health of high school students.

Shawl and Mehraj (2017) investigated the “Impact of Academic Stress: “A study of Coping Strategies among Adolescents”. The objectives of the study were to find out the impact and causes responsible for academic stress among adolescents and to know the coping strategies used by adolescents. The sample size for the study comprised of 50 adolescents and their parents. Purposive convenience sampling technique was used and self-designed questionnaire was administered on the sample group to obtain information. Results revealed that majority believed that school is blessing. Good parenting and teaching helped adolescents in a period of stress and storm. Academics were main stress among adolescents. Besides that peer and parental pressures were also some stressors among adolescents. Girls got bothered easily as compared to boys. Boys were more stressed than girls due to competition. Fear was found more in boys. Girls were comfortable in sharing feelings as compared to boys. Regarding health orthopedic problems were found more among adolescent girls. Overall adolescents suffered from frequent headaches. Boys were found to get bored from school as compared to girls and boys showed more interest towards extracurricular activities. Regarding coping strategies when being stressed majority of the adolescents liked to offer prayers. Majority of the parents wished their children to become doctor by profession followed by fashion designing and journalism. Adolescent girls were over concerned about studies and felt anxious when they scored less marks in examinations. Result also revealed that adolescent parents felt stressed when their children did not score good marks.

Ros, Gonzalez and Tomas (2018) presented the validation process of the Questionnaire on Academic Stress in Secondary Education –QASSE- designed to assess the wide variety of school sources and situations related to academic stress in adolescence, and their relationship with students’ physical and psychological well-being. Participants were 860 Spanish high school students (52.9% girls) with an average age of 14.62 years (SD = 1.8). Through a cross-validation process, EFA and CFA supported QASSE multifactorial structure with four first-order factors -academic overload, interaction with classmates, family pressure, and future-oriented perspective- and a second-order factor of academic stress, showing a significant and intense relationship with adolescents’ psychological and physical well-being. Results also highlight the effects of the gender educational level interaction on the students’ stress, with girls showing

higher levels of stress in the transition courses between educational phases (sophomore and junior years). The QASSE demonstrated good validity and reliability, showing potential for both research and educational application. The results showed the high impact of the QASSE dimensions on psychological and physical well-being in adolescence, highlighting its special usefulness for designing and adjusting educational prevention and intervention actions in this area to the students' specific characteristics and needs.

Yan, Lin and Su (2018) investigated the mediating effect of burnout and depression on the relationship between adolescent academic stress and sleep quality. Participants comprised 757 adolescents aged 12 to 18 years, who completed self-report questionnaires assessing academic stress, sleep quality, school burnout, and depression. Results showed that adolescent academic stress was negatively correlated with sleep quality, and that depression and school burnout were also negatively associated with sleep quality. Results of a multiple mediation model showed that adolescent academic stress was not only directly correlated with sleep quality, but was also indirectly associated with sleep quality through the mediating effect of school burnout and depression, as well as through the sequential mediating effect from school burnout to depression.

Khan and Khan (2018) carried out a study focused on the relationship of academic stress and socio-economic status among IX standard students of Raipur city (Chhattisgarh). Data was collected from a sample of 600 IX standard students of English and Hindi medium schools. Academic Stress was measured by Stress Inventory for School Students prepared by Seema Rani and Basant Bahadur Singh. Socio-Economic Status was measured by using Socio-Economic Scale prepared by Sunil Kumar Upadhyay and Alka Saxena. Survey method was conducted for collection of data. The result revealed that there is positive but low relationship between Academic Stress and Socio-Economic Status of English and Hindi medium students. The difference in the level of Academic Stress of English and Hindi medium students is found to be not significant whereas the difference in level of Academic Stress of Boys and Girls of both English and Hindi medium schools is found to be significant.

2.3 STUDIES ON SELF-ESTEEM

Aggarwal (1981) conducted a study on "Difference of Self-Esteem between Authoritarian and Democratic Adolescent and its Relation to their Attitude towards Parental Control and Discipline". The sample comprised of 500 adolescents belonging to different educational institutions of Agra. 350 adolescents were authoritarian and 150 were democratic. The scale of attitudes towards parental control was designed to measure permissive/ non permissive attitudes towards control of children's activities. The split-half reliability co-efficient was 0.86. The Q-sort technique was used to measure self-esteem. The test - retest and split-half reliability co-efficient were 0.72 and 0.62 respectively. For measuring authoritarianism, a scale was developed. The split - half reliability co-efficient was 0.74. Data was analysed using 't'-test and correlation techniques. Findings of the Study were 1. The authoritarian and democratic personalities did not differ from each other in their self-esteem. 2. Authoritarian and democratic groups did not differ in their attitudes towards parental control. Generally,

pupils were inclined towards authoritarianism instead of democratism. 3. There was a significant relationship between the attitudes towards parental control and self-esteem of authoritarian groups. 4. There was a significant and positive relationship between self-esteem and parental control of democratic groups. 5. Authoritarian adolescents resented and democratic adolescents favoured, parental control.

Aggarwal (1982) concluded that self-esteem was found to be significant factor to promote creativity, especially in the case of boys. In the case of girls, its impact was not powerful. Self-esteem and socio-economic status did not interact with each other to conflict creativity of either sex.

Mohan and Anand (1988) studied the "Scholastic Achievement as Related to Self-esteem, Feelings of Security, Depression and Text Anxiety". The study is concerned with the relationship between scholastic achievement and certain selected psychological variables. The sample consisted of 300 students of both sexes (150 boys and 150 girls) studying in graduate and post graduate colleges of Jhansi, who were selected adopting purposive non probability technique. The tools used included Dymond's Self Concept Scale translated in Hindi by S.P. Sinha, Maslow's Security Insecurity Inventory, Text Anxiety Scale by V.P. Sharma and Anxiety Scale by A.K.P. Sinha and N.K. Sinha. The collected data was treated using mean, S.D., 't' test, ANOVA and correlation. Findings of the Study were 1. A relationship existed between scholastic achievement and self-esteem. 2. No significant relationship was found between scholastic achievement and feeling of security. 3. Scholastic achievement and depression was not significantly correlated but scholastic achievement and test anxiety were correlated. 4. No significant correlation existed between feeling of security and test anxiety. 5. Self-esteem and depression were not significantly correlated.

Rani and Sarita (1989) conducted a study on "Effect of Self-esteem, Social Power and Game Strategy on Co-operative Behaviour of Adolescent Girls". The focus was on studying the effect of self-esteem, social power and game strategy on co-operative behaviour of adolescent girls. The study considered 180 girls (90 possessing high self-esteem and 90 possessing low self-esteem) ranging in age between 13 to 15 years from classes VIII, IX and X. These girls were taken in the sample and randomly distributed for nine experimental conditions. Thus, there were 20 subjects in each of the nine experimental conditions (10 subjects of high self-esteem and 10 of low self-esteem). These nine experimental conditions were applied for both high self-esteem and low self-esteem subjects, thus making a total of 18 conditions. The tools employed for data collection included, Advanced Progressive Matrices (Set - 1), Cooper Smith's Self-Esteem Inventory (School Form) in Hindi, Prisoner's Dilemma Game Apparatus. A 2 x 3 x 3 factorial design was employed. Mean and Standard Deviations, Analysis of Variance, Tukey's Multiple Comparison Test, Frequency and Percentage Analysis were used in treating the data. Findings of the Study were: The role of personality factor (Self-esteem) was insignificant and both the situational factors (Social Power and Game Strategy) were found significantly influencing co-operative choices.

Jain (1989) conducted a study on "Family Structure, Parental Behaviour and Self-esteem in Male and Female Adolescents". The sample consisted of 903 students of class IX and X of three Hindi Medium Girls' schools and three Hindi Medium Boys' schools of Lucknow City. These 903 subjects were administered a Family Questionnaire. Three hundred and sixty students whose father's income was within the range of Rs. 1,000/- to Rs. 2000/- and whose family structure was in conformity with the nuclear or the joint family were selected. They were given Cornell Parental Behaviour Description Scale. The score for parental support and control for each subject was determined. Subjects with medium scores were excluded from the study. Those falling above the medium and below the medium were taken. The final sample consisted of 330 subjects (168 males and 162 females) in the age range of 14 and 16 years. The tools used for data collection included, Family Questionnaire of Bhatnagar and Rastogi, Cornell Parent Behaviour Description (Fourth Version) of Bronfenbrenner, Deversux Jr. and Rodgers, and Modified Osgoods' Semantic Differential Scale of Gecas. It was a 2 x 2 x 4 factorial design. The statistical method applied was analysis of variance and the multiple comparison test was applied in order to see which interaction was significant. Findings of the Study were 1. Subjects of joint family were found to be higher on Self Esteem Power in comparison to subjects of nuclear family. 2. High parental support was more crucial for the strength of Self Esteem power than high parental control. 3. Subjects of joint families belonging to the low support - low control (LSLC) category were higher on Self Esteem power in comparison to those of nuclear family belonging to the same category. 4. High parental control was found to be contributing more to the development of Self Esteem worth in comparison to high support. 5. In the low support and low control category of parental behaviour, females in comparison to males were higher on Self Esteem worth. 6. Subjects of joint family were higher in self-esteem than those of nuclear family. 7. High school - High control (HSHC) contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect. 8. The interaction of family structure with parental behaviour and that of sex with parental behaviour were found significant.

Sud and Sethi, (2001) investigated the "Interrelationship between State Anxiety, Trait Anxiety, Test Anxiety, Stress, Negative Mood, Regulation, Achievement Motivation and Self - Esteem". In order to find out if any interrelationship exists among the state anxiety (STAI - XI), Trait Anxiety (STAI - X2), Test Anxiety (TAI - H), Stress (SI), Negative Mood Regulation (NMRS), Achievement Motivation (AMS) and Self - Esteem (SEI) Pearson product moment correlation has been calculated among all the variables. The notations used were: (STAI - X1) State Trait Anxiety Inventory X - 1, (STAI - X2) State Trait Anxiety Inventory X - 2, (TAI, H), Test Anxiety Inventory, (SI) Stress Inventory, (NMRS), Negative Mood Regulation Scale, (AMS) Achievement Motivation Scale, and (SEI) Self - Esteem Inventory. Findings of the Study were 1. There was a high positive correlation seen between (STAI - X1) and STAI - X2, TAI - H, SI), (STAI - X2 and TAI - H, SI), (TAI - H and SI) (NMRS and SEI) and a high negative correlation was seen between (STAI - X1 and NMRS, SEI), STAI - X2 and NMRS, SEI), (TAI - H and NMRS, SEI), (SI and NMRS, SEI) all significant at

($p < 0.001$) level, whereas, no positive or negative correlation has been seen among the Achievement Motivation Scale and other variables (STAI - X1, STAI - X2, TAI - H, SI, NMRS and SEI). 2. (SI and NMRS, SEI) all significant at ($p < 0.001$) level, whereas, no positive or negative correlation has been seen among the achievement motivation scale and the other variables (STAI-XI, STAI-X2, TAI-H, SI, NMRS and SEI).

Polce-Lynch, Myers, Kliewer and Kilmartin (2001) conducted a study that used a cross-sectional design to examine age and gender patterns in self-esteem and to explore how contemporary social influences relate to adolescent self-esteem. The findings were that the girls reported lower self-esteem than boys in early adolescence, and late in adolescent boys reported lower self-esteem than younger boys.

Lane, Lane and Kyprianou (2004) investigated the relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. Participants completed measures of past performance accomplishments, self-esteem, and self-efficacy at the start of a 15-week course. Each student's average grade from modules studied was used as the performance measure. Correlation results indicated significant relationships between self-efficacy and self-esteem. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic performance. Findings lend support to the predictive effectiveness of self-efficacy measures in academic settings.

Wilburn and Smith (2005) examined the relationship among stress, self-esteem, and suicidal ideation in late adolescents in a group of college students. Multiple regression analysis indicated that both stress and self-esteem were significantly related to suicidal ideation; low self-esteem and stressful life events significantly predicted suicidal ideation. The hypothesis that self-esteem would moderate the effects of life stressors on suicidal ideation was supported at the .06 level. A significant minority of the sample indicated having thoughts severe enough to be classified as clinical suicidal ideation. In general, participants who had experienced negative life events in the 6 to 12 months prior to participating in the study had lower self-esteem than those who had similar stresses within the prior six months. However, the opposite was true for clinical suicidal ideators; those who experienced negative life stressors recently had lower self-esteem than those who experienced negative life events six months to a year in the past.

Yu, Chan, Cheng, Sung and Hau (2006) investigated the relations among academic achievement, self-esteem, school conduct and physical activity level. The participants were 333 Chinese pre-adolescents (aged 8-12) in Hong Kong. Examination results and conduct grades were obtained from the school records. Global self-esteem was measured with the Physical self-description questionnaire (PSDQ), while physical activity patterns of the children were assessed with the Physical activity questionnaire for children (PAQ-C). Results showed that high academic achievers consistently attained better school conduct marks. However, physical activity level was quite an independent entity that was related neither to academic achievement nor school

conduct. Furthermore, regression analyses showed that only academically high-achieving boys and physically active had higher self-esteem.

Meers and Prathapan (2008) carried a study on self-esteem as correlates of achievement in social studies. The study was conducted with the sample of 600 students from 16 schools of Thrissur districts in Kerala, the tools used for the study was Self-esteem Inventory (Usha and Suchitra, 2002) and Achievement in Social Studies (Meer and Prabhitha, 2007). The result showed that the achievement in social studies varies with regard to difference in their self-esteem. The achievement in social studies of boys varies with regard to difference in their self-esteem.

Sharma and Jagdev (2011) evaluated the efficacy of music therapy in enhancing the self-esteem of academically stressed adolescents. It was hypothesized that post-intervention scores on measure of self-esteem would be enhanced as compared to pre-intervention scores. A pre and post-assessment design was adopted. School form of the Self-Esteem Inventory (Coppersmith, 1981) and academic stress scales of the Bisht Battery of Stress Scales (Bisht, 1987) were used to identify 30 adolescents with low self-esteem and high academic stress. Music therapy was given for a period of 15 days. After intervention, self-esteem inventory was administered again to see the effects of music therapy. Results revealed that music therapy enhanced adolescents self-esteem as post-intervention scores of experimental group on self-esteem were high as compared to control group. Significant difference was also found between pre and post-intervention scores of experimental group whereas control group did not show any statistical difference between its pre and post-intervention scores ($t=1.06$).

Ahmad, Imran, Khanam and Riaz (2013) conducted a study and the objective of the study was to investigate the role of gender in determining the level of domain specific self-esteem in students of ages between 13 to 18 years. 512 randomly selected school going adolescents from educational organizations situated in urban area of Karachi (Pakistan) were assessed through a group administration of Pakistan Version of Adolescent Form t-test was employed for the analysis that showed significant gender differences had been found in general, parent or home and overall self-esteem.

Alam (2013) discovered how test anxiety and self-esteem affect academic performance. Three hundred and twenty randomly selected students of class 12 of the government inter colleges in Darbhanga town were involved in the study. They were asked to complete the Test Anxiety Inventory (Spielberger et al., 1980) and the Coopersmith, (1987) in a classroom environment during regular school hours. Their aggregate marks of 11th class were also collected. The data were then analyzed using descriptive, correlational and inferential statistics. The study discovered that overall (1).low test anxiety students (boys, girls, rural and urban) had higher academic performance than high test anxiety students (boys, girls, rural and urban); (2).there is a positive relationship between self-esteem and academic performance of the students (boys, girls, rural and urban); (3).there is a negative relationship between test anxiety and self-esteem of students (boys, girls, rural and urban); (4).boys have least test anxiety, better

self-esteem and better academic performance than girls; and(5). Urban students have least test anxiety, better self-esteem and excellent academic performance in comparison to their rural counterparts.

Moksnes and Espnes(2013) investigated gender differences on life satisfaction and self-esteem as well as the association between self-esteem and life satisfaction in Norwegian adolescent aged 13-18 years. The potential moderating role of gender and aged in the relation between self-esteem and life satisfaction was also investigated. The results showed that boys scored higher than girls on both self-esteem and life satisfaction. Self-esteem was positively associated with life satisfaction.

Baste and Gadkari (2014) was to assess stress, predominant stressor and effect of music on perceived stress. 90 undergraduate medical students were selected randomly. A written questionnaire about personal information, stressful factors, ways to cope up stress, Rosenberg self-esteem scale (Rosenberg, 1965) and 'Quick Inventory of Depressive Symptomatology self-rated 16 (QIDS-SR-16) was given. 45.6% students had mild stress, 7.7% students had moderate stress and 1.1% students had severe stress. Academic factors were the predominant cause of stress in most students, followed by physical, social and emotional. On Rosenberg self-esteem scale (Rosenberg, 1965) 85.6% students had high self-esteem and on QIDS-SR-16 50% students had depression. Effect of music on perceived stress was statistically significant. Medical curriculum is associated with increased stress in students. Music can be used as simple, inexpensive and effective therapy for stress.

Dhillon and Sharma (2014) in their study entitled "Eve-Teasing: Effects on mental health of adolescent girls in relation to their self-esteem". The study revealed that there exist no statistical significant relationship between different areas of mental health i.e. emotional stability, adjustment, security- insecurity, self-concept, intelligence, self-esteem and between the government and private schools adolescent girls students were found statistical significant of 0.05 level.

Reddy, Kannekanti and Hamza (2015) compared self-esteem and stress among high school students of private and government schools of urban area of Nalgonda district. Data was collected from Government and Private High School Students (SSC) were enrolled for the study from private (30) and government (30) high school's student samples were (N=60) recruited in the study. The researcher administered Socio demographic questionnaire, stress questionnaire for students and self-esteem scale, it consist of 20 items and 10-items self-esteem scale developed by Rosenberg. Ethical issues have been followed while conducting the study. Results were revealed that students from government and private schools do not have any difference on self-esteem and stress. Students from both schools had low level of stress and normal level of self-esteem.

Kumar (2016) studied the professional self-esteem of prospective teachers in relation to gender, locale, stream, qualification and teaching experience. The findings of the

study show that there was no significant difference in the levels of professional self-esteem of prospective teachers in relation to gender. Further it revealed that the prospective teacher of urban and rural localities had similar level of professional self-esteem. Prospective teachers did not differ significantly on professional self-esteem in relation to PG and UG qualification.

Arora (2017) investigated the interrelationship between self-esteem, perceived stress and academic performance among adolescents. The sample for the investigation consisted of 40 adolescents (where 20 are males and 20 are females) in the age group of 16-18 years of tricity of Panchkula, Mohali and Chandigarh. For this purpose, the Self-Esteem Scale (Rosenberg, 1965) and Perceived Stress Scale (Cohen & Williamson, 1988) were administered to the sample. The average score of the last two year's examination was taken as the score for academic performance. Inter-correlational analysis was used for statistical analysis. Results were discussed in terms of its implications.

2.4 STUDIES ON RELATIONSHIP OF ACADEMIC STRESS AND SELF-ESTEEM

Abouserie (1994) reported an investigation into the sources and levels of stress in relation to locus of control and self-esteem in university students. Two stress questionnaires (ASQ and LSQ) were used to assess students' stress. The first deals with academic sources of stress, and the second assess the student's life stress levels. The Achievement Scale of the Multidimensional Multi-Attributional Scale Causality (MMCS) was used to measure locus of control, and the Rosenberg Self-Esteem Scale to assess students' self-esteem. The study sample consisted of 675 (202 males and 473 females) second-year undergraduate students: The results indicated that examination results were the highest causes of stress in students, followed by studying for exams, too much to do and the amount to learn respectively.

Lo (2002) investigated the perception and sources of stress, coping mechanisms used, and self-esteem in nursing students during 3 years of their undergraduate nursing programme. The sample consisted of a cohort of nursing students going through 3 years of a nursing programme. The method was a descriptive co relational design. The questionnaire consisted of demographic data, the General Health Questionnaire (GHQ-12), Self-esteem Scale, and the Modified Ways of Coping Scale. Data were analysed using frequency distributions, content analysis, and measures of correlation. Results indicated that students in year 1 experienced significantly less transient stress as compared with year 2; students in year 3 had more positive self-esteem than year 2 students. There were no significant differences with regard to chronic stress, avoidance and proactive coping, and negative self-esteem. Chronic and transient stress, as measured by GHQ, were significantly correlated ($P < 0.01$) with avoidance coping

behaviours, and negative self-esteem. Positive self-esteem was significantly correlated ($P < 0.01$) with proactive coping behaviours.

Deniz (2006) conducted a study and the aim of this study was to determine the relationships among styles of coping with stress, decision self-esteem, decision-making styles and life satisfaction. The sample consisted of 492 university students. Life satisfaction was found to be positively correlated to problem-focused coping and seeking social support. It was also found that life satisfaction is significantly correlated to decision self-esteem and all decision-making styles (vigilance, buckpassing, procrastination, and hypervigilance). In addition, significant relationships were found among coping with stress, decision self-esteem and decision-making styles.

Nikitha, Jose and Valsaraj (2014) 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 include 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 was found between academic stress and self-esteem.

Pandey and Chalise (2015) carried out a cross-sectional study in 2012. Total respondents were 190 nursing students selected randomly from Kathmandu University. Academic stress was assessed using 30-item Scale for Assessing Academic Stress (SAAS) and Self-Esteem Scale. Information was collected through the self-administered questionnaire. The collected data was analyzed using SPSS version 16 software. Simple Statistics measurement, percentage, means, correlation was used for the data analysis. This study found mean score of self-esteem and academic stress was 11.9 and 18.4 respectively. Further nearly 78% students have low self-esteem and 74% have high academic stress. Significant variable for high academic stress and low self-esteem were lower the age, lower the education and low perceived family support. Lower financial support has also high academic stress.

Kumar (2018) investigated the impact of academic climate on self-esteem and academic stress among nursing students. Data was collected from 114 randomly selected baccalaureate nursing students in their respective classroom. A lottery method of sampling was adopted Academic Climate Scale, Academic Stress Scale and Rosenberg Self-Esteem Scale (RSES) was used to seek information on academic climate, academic stress and self-esteem. The results revealed that self-esteem was reported well among nursing students (81.58%). Environmental factors (47.63%) were reported most

stressful stressors followed by personal (45.75%) and academic stressors (40.75%) by the students.

2.5 CONCLUSION

After reviewing the related literature conducted on Academic Stress and Self-Esteem. It is concluded that there are many studies conducted on Academic Stress in relation to other variables like Depression, Anxiety etc. (Huan, Yeo, Ang and Chong, 2006; Friedlaner, Reid and Cribbie, 2007; Ganesh and Magdalin, 2007; Bjorkman, 2008; Dixon and Kurpius, 2008; Huan, Yeo, Ang and Chong, 2006; Singh and Upadhyay, 2008; Wilks, 2008; Huan, See, Ang and Har, 2008; Agolla and Ongori, 2009; Joshi and Srivastava, 2009; Tan, 2010; Deb, Strodi and Sun, 2012; Thwahieh and Qaisy, 2012; Bataineh, 2013; Callaghan, 2014; Jayanthi, Thirunavukarasu and Rajkumar, 2014; Deb, Strodi and Jiandog, 2015; Farhan and Khan, 2015; Prabu, 2015; Jayanthi, Thirunavukarasu and Rajkumar, 2015; Kauts, 2016; Sonali, 2016; Subramani and Kadhiravan, 2017; Shawl and Mehraj, 2017; Ros, Gonzalez and Tomas, 2018 and Yan, Lin and Su, 2018; Khan and Khan, 2018) and in the same way many studies are also conducted on Self-Esteem in relation to other variables like Life-Satisfaction, Depression etc. (Aggarwal, 1981; Aggarwal, 1982; Mohan and Anand, 1988; Rani and Sarita, 1989; Jain, 1989; Anup, Sud and Sethi, 2001; Polce-Lynch, Myers, Kliwer and Kilmartin, 2001; Lane, Lane and Kyprianou, 2004; Wilburn and Smith, 2005; Yu et. al, 2006; Meers and Prathapan, 2008; Sharma and Jagdev, 2011; Ahmad, Imran, Khanam, and Riaz, 2013; Alam, 2013; Moksnes and Espnes, 2013; Baste and Gadkari, 2014; Dhillon and Sharma, 2014; Reddy, Kannekanti and Hamza, 2015; Kumar, 2016 and Arora, 2017). But less number of studies are conducted on Academic Stress in relation to Self-Esteem (Abouserie, 1994; Lo, 2002; Deniz, 2006; Nikitha, Jose and Valsaraj, 2014; Pandey and Chalise, 2015; Kumar, 2018). The studies conducted on academic stress and self-esteem showed that there is correlation between both of the variables. It also showed that high academic stress leads to low self-esteem and low academic stress leads to high self-esteem and in the same manner low self-esteem leads to high academic stress and high self-esteem leads to low academic stress. Both of the variables are significantly correlated with each other.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research is considered to be the more formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation resulting in sort of formal record of procedure and a report of results in conclusion. It is an honest, exhaustive, intelligent search for facts and their meaning with reference to a given problem. It is the process of arriving at dependable solution to problems through planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence. Research as the systematic and objective analysis and recording of generalization to extend, correct or verify knowledge whether that knowledge aids in the construction of a theory or in practice of an art (Best and Kahn, 1999).

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomena

are called research methodology. Its aim is to give the work plan of research. It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered is same the methodology may be different. It is important for the researcher to know not only the research methods necessary for the research under but also the methodology. Research methods are of utmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. It is, therefore, very important that researcher have a thorough understanding of diverse research methods, their strengths, limitations, applications and appropriateness (Kothari, 2004).

The decision about the methods or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the methods to be employed, it is essential that it should be describable otherwise it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter throws light on the research methodology being adopted for the present research study. Here research objectives and designs of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the execution of various research steps and thus to reach at valid conclusions. As research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purposes with economy in procedure.

3.2.1 Research Method

Descriptive Survey Method has been adopted for the present study.

3.2.2 Population and Sample

Population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units and geographical areas. All the adolescents studying in ninth class in private and government schools of Jammu district constituted the population of the present investigation.

The process by which a relatively small number of individual object or events are selected and analyzed in order to find out something about the whole population from which they selected called sampling. Sampling is the essence of research. The whole process of investigation demands a successful sample, which would truly reflect the population. Selection of the sample has a great utility in research. Sampling is the basis of all statistical methodology of research. It is practically impossible to work with the population of universe, which means entire of observation. Sampling is the foundation of research. The process of investigation demands a successful sample, which truly reflects the population from which it has been taken.

The size of the sample varies from study to study, method to method and nature of population. It is easier, less time consuming and economical to deal with a sample than the whole population. In fact, good sample minimize the error of estimation. There are many techniques for obtaining a sample, which may be the representative of the whole population.

In the present study, sample of 240 adolescents studying in High and Higher Secondary Schools have been selected through Stratified Random Sampling. First of all, 1 Rural and 1 Urban Tehsil have been selected randomly and out of which, 2 Private Schools and 2 Government Schools selected from Rural Tehsil and 2 Private and 4 Government Schools selected from Urban Tehsil. 15 boys and 15 girls of 9th class selected from each Private and Government Schools of Rural Tehsil and 15 boys and 15 girls of 9th class selected from 2 Private Schools of UrbanTtehsil and 30 boys of 9th class selected from 2 Government Schools of Urban Tehsil, 15 boys from each Schools and 30 girls of 9th class selected from 2 Government Schools of Urban Tehsil, 15 girls from each Schools as given in Figure 3.1.

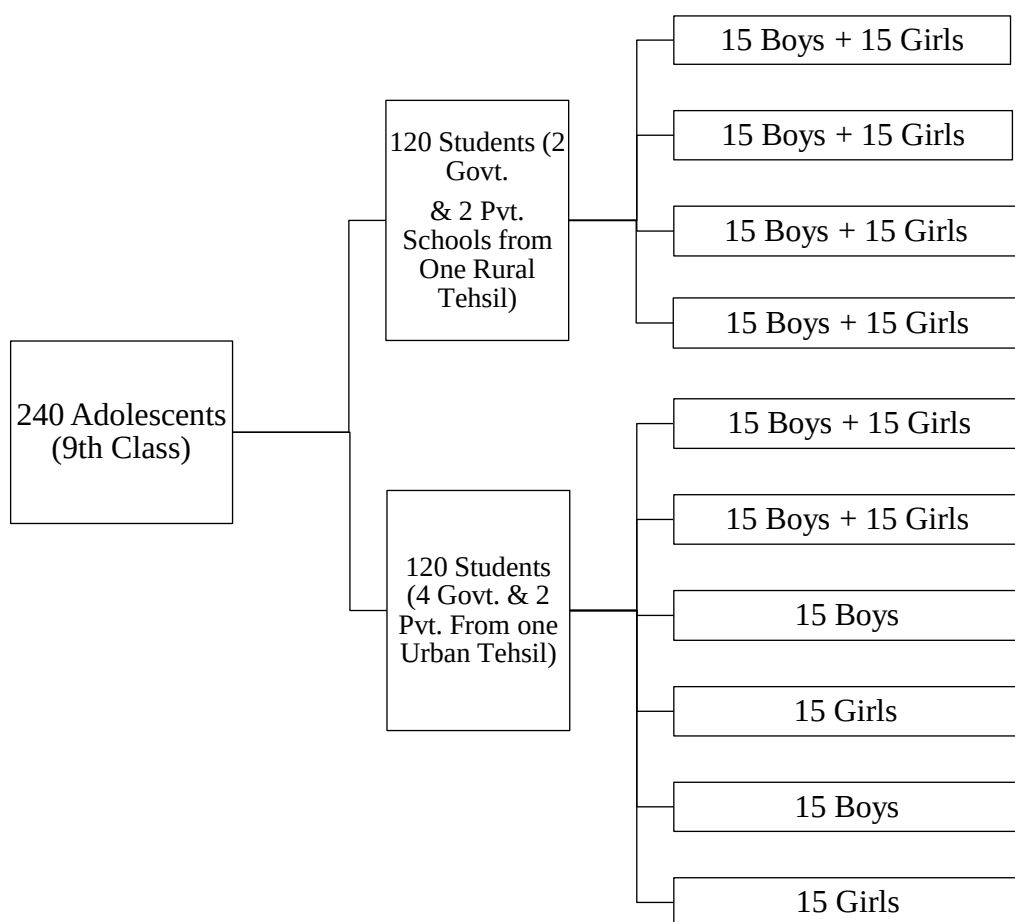


Figure 3.1. Distribution of the Sample

The details of the sample selected from 10 Schools of Rural and urban Tehsil (Private and Government) affiliated to Jammu and Kashmir State Board of School Education has been given in the Table 3.1 and 3.2

Table 3.1

Distribution of Sample for Private and Government Schools of Rural Tehsil (Bhalwal) of Jammu district

Sr.	Name of School	No. of Students		Total
		Boys	Girls	
1	New Light High School, Gharota	15	15	30
2	S.D. Memorial Public Higher Secondary School, Bhalwal	15	15	30
3	Govt. Higher Secondary School, Gharota	15	15	30

4	Govt. Higher Secondary School, Bhalwal	15	15	30
				120

Table 3.2

Distribution of Sample for Private and Government Schools of Urban Tehsil, (Jammu) of Jammu district.

S.No.	Name of School	No. of Students		Total
		Boys	Girls	
1	Raina Higher Secondary School, Paloura	15	15	30
2	Model Academy B.C.Road, Jammu	15	15	30
3	Govt. Boys Higher Secondary School, Bakshi Nagar, Jammu	15	—	15
4	Govt. Girls Higher Secondary School, Rehari, Jammu	—	15	15
5	Govt. Boys Higher Secondary School, Sarwal, Jammu	15	—	15
6	Govt. Girls Higher Secondary School, Bakshi Nagar, Jammu	—	15	15
				120

3.2.3 Variables of the Study

Variables are those which may vary or change from person to person or situation to situation. In the present study, three independent variables and one dependent variable were taken for the study.

❖ Independent Variables

- Gender: Boys and Girls
- Residential Background of the Schools: Rural and Urban

❖ Dependent Variables

- Academic Stress
- Self –Esteem

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

For the purpose of accomplishment of objectives, the following tools of research have been used by the researcher:

- Stress Inventory for School Students (SISS-ss) developed and standardized by Seema Rani and Dr. Basant Bahadur Singh (2011).
- Self-Esteem Inventory (SEI) developed by M.S. Prasad and G.P.Thakur (1988)

3.3.1 Stress Inventory for School Students (SISS-ss)

Stress Inventory for School Students (SISS-ss) developed by Seema Rani and Dr. Basant Bahadur Singh (2011). This tool contains 40 items and every item has four options. Options- Very Worried is given to 4 score, Option- Worried is given to 3 score and Little Worried and Not Worried are assigned a score of 2 and 1 respectively. The minimum and maximum range of score is 40 to 160 as shown in Table 3.3.

Table 3.3

Minimum and Maximum Scores on Inventory

Maximum Score	160
Minimum Score	40

All the 40 items selected are indicative of level of stress in the students. This indicates that the higher the score, the higher the level of stress of the students and lower the score, the lower the level of stress of the students.

Scoring

The inventory has four options for answering each statement. The options and scoring is as following:

Table 3.4

Scoring for Areas of Stress

Areas of Stress	Very Worried	Worried	Little Worried	Not Worried
Score	4	3	2	1

Standardization of the Inventory

For the purpose of standardization, the inventory with final 40 statements was administered on randomly selected pre-secondary classes 40 students in the age range 6 to 14 years. The sample consisted of both boys and girls.

Reliability

The reliability of the inventory was found out by Test-Retest Method and Split-Half Method.

(1) Test-Retest Reliability

For Test-Retest Reliability, the inventory was administered on a student sample of 200 in the age-range 6 to 14 years. The inventory was again administered on the same group of students after a gap of 14 days. The coefficient of correlation found was +0.80 which is significant at .01 level of significance.

(2) Split-Half Reliability

By odd-even method split-half reliability was found to be +0.79, which is significant at .01 level of significance.

Validity

- (1) The face validity of the inventory appears to be fairly high.
- (2) The content validity is adequately assured since only those items were selected for the final draft of the inventory for which there was complete agreement amongst the experts.
- (3) Finally, only those items were retained for final draft of the inventory which had showed high discriminative values following items analysis.

Revision of the Inventory

The inventory's norms etc. have been revised after getting feedback from the field.

From the data of 1200 subjects in the age-range 6 to 14 years have been got. The division of the 1200 subjects is as following:

Table 3.5

Age Range in Years	6 to 8	9 to 11	12 to 14	Total
N	350	400	450	1200

Statistical Results

On the basis of the scores of the 1200 protocols the following statistical results have been obtained:

Table 3.6

S.No.	Age Range (in Years)	N	Mean	SD
I.	6 to 8	350	70.50	12.60
II.	9 to 11	400	75.00	12.00
III.	12 to 14	450	80.50	13.55

Norms

On the basis of the statistical results presented in Table3, age-group wise z-Score Norms have been developed and the same have been presented in Tables 4,5& 6.

Norms for interpretation of the level of stress have been presented in Table 7

3.3.2 Self-Esteem Inventory

Self-esteem or self-concept is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. In fact, what a person thinks about himself comprises the attitudes and feelings that he has about himself “The self-concept is a particular kind of attitudinal structure” (McDavid and Harari, 1968). Kumar (1971) has defined self-concept as the cluster of the most personal meaning a person contributes to the self. Some other attempts have also been made to develop self-esteem inventory (e.g. Harrison and Budoff, 1972; Mohsin, 1976; Piers and Harris, 1965; Singh, 1965). The entire instrument developed to measure self-esteem or self-concept have, perhaps, not taken into account personally-perceived self and socially-perceived self of the individual. The self-evaluation of the

individual is heavily dependent upon the way in which he thinks other view him. In fact, these two aspects of self-esteem (personally-perceived self and socially-perceived self) constitute the whole self of the individual. A few inventories or questionnaires have attempted to measure these two aspects but the tools developed for the purpose have not been very satisfactory. The present attempt, therefore, has been made to develop an inventory of self-esteem which would take into account personally-perceived self and socially-perceived self-adopting suitable statistical procedures.

Methods

65 items representing self of the individual in Hindi language were framed on the basis of literature on the subject and consulting teachers of Psychology and other disciplines. These items were written in univocal sentences. The statements were submitted to ten judges-six male and four female teachers of Psychology of Bihar. They were requested to be very critical while assessing statements representing the self of the individual. Ten sets of statements were prepared and submitted to the judges separately for their opinion. Finally, 30 items were selected for inclusion in the final list on which six or more judges had agreed. With a view to assessing personally-perceived self and socially-perceived self it was decided to have two identical sets of statements having different instructions for the two sets. Personally-perceived self was to be assessed on the basis of the following instructions “There are some statements in this inventory. You please read these statements one by one carefully. Each statement has seven point answer scale, from completely true to completely false. You are requested to encircle the point of the scale related to the particular statement which in your personal opinion is most suitable in your case. Kindly go through all the statements one by one and see that none is left over”. Socially-perceived self was to be determined on the basis of the following instructions- “Again you are given the same set of statements. On the last occasion you rated yourself on the basis of your personal opinion, related to the statements but this time you have to rate yourself on the basis of your idea about what others think of you on those statements. Other things remaining the same you have to reply to the items of the inventory”.

Sample

400 undergraduate male and female students of Bihar University constitutes sample of the study. The age of the subjects ranged from 15 years to 19 years with a mean age of 17.32 years.

Reliability of the Inventory

The two set of the inventory were administered to a sample of 400 students. Split-half reliability co-efficients were calculated for both the sets of the inventory which came out to be .82 and .78 for personally-perceived self and socially-perceived self respectively. Of the 400 students, 150 students were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability co-efficients. Re-test reliability co-efficients were found for both the tests were .69 and .66 respectively for personally-perceived self and socially-perceived self.

Scoring and Interpretation

Of the thirty items, seventeen are socially desirable and thirteen are socially undesirable. The item which are socially desirable would get 7 score if answered completely true and 1 if answered completely false. Other intermediate answers would get scores accordingly. The socially undesirable items would be scored in the opposite manner, i.e., the completely false point would get 7 scores and completely true would get 1 score. An individual who has taken both the sets of the inventory will have two scores-one for the personally-perceived self and the other for the socially-perceived self. Therefore, these are three possibilities-personally-perceived score may be higher than the socially-perceived score; personally-perceived score, and; there may not be difference between the two. One who falls in the first category, i.e., personally-perceived score higher than the socially-perceived score may be termed a person having positive self/higher than the personally-perceived score may be known as persons having negative self and persons falling in the third category may be supposed to have a balanced self-esteem.

The inventory has seven options for answering socially desirable and socially undesirable statements. The options are same for socially desirable and socially undesirable statements but scoring is different as shown in the Table 3.7

Table 3.7

Options	Totally Correct	Correct to a Large Extent	Partially Correct	Uncertain	Partially Wrong	Wrong to a Large Extent	Totally Wrong
Socially Desirable Items	7	6	5	4	3	2	1
Socially Un-Desirable Items	1	2	3	4	5	6	7

3.4 COLLECTION OF DATA

A sample of 240 adolescent students of 9th grade from 10 High and Higher Secondary Schools of one Rural and one Urban Tehsil of Jammu District was involved in the present study. The standardized tool ‘Stress Inventory for School Students (SISS-ss)’ and ‘Self-esteem Inventory’ (SEI) was administered on students one by one by the investigator. Investigator personally visited each school to collect relevant data. First of all general instructions were given to the students and then investigator gave them instructions concerned with particular test before its administrations. After ensuring that the students have followed the instructions, the investigator administered the test. While conducted the test if any students had a difficulty in understanding any item, the investigator readily explained the meaning of items.

3.5 STATISTICAL TECHNIQUE USED

For analysis and interpretation of the collected data the statistical technique was employed

- Pearson’s Co-efficient of Correlation

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. It is considered to be important step and heart of the research in any research endeavor. The basic purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objectives of the study. The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means, the study of the tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The analysis of the data involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation (Ross, 2005)

Collection of the data has no meaning unless it is tackled properly, scientifically analyzed and interpreted by sophisticated techniques. Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming and modeling data with the objective of information. Therefore, the purpose of analysis refers to the process of generating value from the raw data (Johnson and Christensen, 2004). The purpose of the data analysis phase is to transform the data collected into credible evidence about the development of the intervention and its performance. Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher. According to Mouly (1978), "Research data become meaningful in the intellectual model where the relationships involved are carefully brought out so that meaningful inferences can be drawn. It is used to describe group behavior or group characteristics abstracted from a number of individual observations that are combined to make generalization possible. The aim of this chapter is to analysis and interpretation the process of assigning meaning to the collected information and determining the conclusions, significance and

implications of the findings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. In this chapter, a detailed analysis of the collected data is made.

The statistical techniques are employed to give concise picture of the whole data so that it can be distribution of each item to calculate other statistical techniques.

The present chapter describes the results from the quantitative analysis of data obtained through the administration of the “Academic Stress Inventory for School Students (ASISS-ss) developed and standardized by Seema Rani and Dr. Basant Bahadur Singh (2011) and “Self-Esteem Inventory developed by M.S. Prasad and G.P.Thakur (1988)” from ten schools including Secondary and Higher Secondary Schools of one Rural and one Urban Tehsil of Jammu District. Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per the research design. The analysis of the results and their interpretation has been given in the following sections.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed by using statistical analysis software i.e. Statistical Package for the Social Sciences (SPSS) and Pearson’s Co-efficient of Correlation was computed. Findings based on the research question and followed by data analysis are given below:

Research Objective 1

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.1 shows the results for Academic Stress and Self-Esteem scores of adolescents.

Table 4.1

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Adolescents.

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	116.07	14.24	240	+0.24	0.01
Self-Esteem	255.35	17.60			

Table 4.1 depicts that the Pearson's Coefficient of Correlation (r-value) is +0.24 which means that the relationship between academic stress (Mean 116.07, S.D. 14.24) and self-esteem (Mean 255.35, S.D. 17.60) of adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of adolescents' is rejected. It can be seen that academic stress and self-esteem of adolescents' is positively and significantly related to each other.

Research Objective 2

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.2 shows the results for Academic Stress and Self-Esteem scores of male adolescents.

Table 4.2

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	110.94	13.01	120	+0.22	0.05
Self-Esteem	254.33	18.57			

It can be seen in the Table 4.2 that the Pearson's Coefficient of Correlation (r-value) is +0.22 which means that the relationship between academic stress (Mean 110.94, S.D. 13.01) and self-esteem (Mean 254.33, S.D. 18.57) of male adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of male adolescents' is rejected. It can be seen that academic stress and self-esteem of male adolescents' is positively and significantly related to each other.

Research Objective 3

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.3 shows the results for Academic Stress and Self-Esteem scores of female adolescents.

Table 4.3

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	121.20	13.61	120	+0.25	0.01
Self-Esteem	256.36	16.60			

Table 4.3 depicts that the Pearson's Coefficient of Correlation (r-value) is +0.25 which means that the relationship between academic stress (Mean 121.20, S.D. 13.61) and self-esteem (Mean 256.36, S.D. 16.60) of female adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of female adolescents' is rejected. It can be seen that academic stress and self-esteem of female adolescents' is positively and significantly related to each other.

Research Objective 4

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.4 shows the results for Academic Stress and Self-Esteem scores of rural male adolescents.

Table 4.4

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Rural Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	111.57	13.60	60	+0.16	N.S.
Self-Esteem	255.08	17.17			

It can be seen in the Table 4.4 that the Pearson's Coefficient of Correlation (r-value) is +0.16 which means that the relationship between academic stress (Mean 111.57, S.D. 13.60) and self-esteem (Mean 255.08, S.D. 17.17) of rural male adolescents is negligible in magnitude, positive in direction and not significant. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of rural male adolescents' is accepted. It can be seen that academic stress and self-esteem of rural male adolescents' is positively and not significantly related to each other.

Research Objective 5

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.5 shows the results for Academic Stress and Self-Esteem scores of rural female adolescents.

Table 4.5

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Rural Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	123.57	12.97	60	+0.26	0.05
Self-Esteem	259.63	14.37			

Table 4.5 depicts that the Pearson's Coefficient of Correlation (r-value) is +0.26 which means that the relationship between academic stress (Mean 123.57, S.D. 12.97) and self-esteem (Mean 259.63, S.D. 14.37) of rural female adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of rural female adolescents' is rejected. It can be seen that academic stress and self-esteem of rural female adolescents' is positively and significantly related to each other.

Research Objective 6

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.6 shows the results for Academic Stress and Self-Esteem scores of urban male adolescents.

Table 4.6

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Urban Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	110.32	12.47	60	+0.27	0.05
Self-Esteem	253.58	19.99			

It can be seen in the Table 4.6 that the Pearson's Coefficient of Correlation (r-value) is +0.27 which means that the relationship between academic stress (Mean 110.32, S.D. 12.47) and self-esteem (Mean 253.58, S.D. 19.99) of urban male adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of urban male adolescents' is rejected. It can be seen that academic stress and self-esteem of urban male adolescents' is positively and significantly related to each other.

Research Objective 7

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

To achieve this objective data have been analyzed for the Stress Inventory for School Students (SISS-ss) and Self-Esteem Inventory (SEI). Table 4.7 shows the results for Academic Stress and Self-Esteem scores of urban female adolescents.

Table 4.7

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Urban Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	116.07	14.24	60	+0.38	0.01
Self-Esteem	253.15	18.13			

Table 4.7 depicts that the Pearson's Coefficient of Correlation (r-value) is +0.38 which means that the relationship between academic stress (Mean 116.07, S.D. 14.24) and self-esteem (Mean 253.15, S.D. 18.13) of urban female adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. So, null hypothesis stating that 'There is no significant relationship between academic stress and self-esteem of urban female adolescents' is rejected. It can be seen that academic stress and self-esteem of urban female adolescents' is positively and significantly related to each other.

CHAPTER-V

FINDINGS, CONCLUSIONS AND DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study.

As such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indications their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main Findings
- Conclusions and Discussions
- Educational Implications
- Suggestions for Further Research

5.2 MAIN FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 RESEARCH OBJECTIVE 1

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.24 which means that the relationship between academic stress (Mean 116.07, S.D. 14.24) and self-esteem (Mean 255.35, S.D. 17.60) of adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. Thus, academic stress and self-esteem of adolescents' is positively and significantly related to each other.

5.2.2 RESEARCH OBJECTIVE 2

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.22 which means that the relationship between academic stress (Mean 110.94, S.D. 13.01) and self-esteem (Mean 254.33, S.D. 18.57) of male adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. Thus, academic stress and self-esteem of male adolescents' is positively and significantly related to each other.

5.2.3 RESEARCH OBJECTIVE 3

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.25 which means that the relationship between academic stress (Mean 121.20, S.D. 13.61) and self-esteem (Mean 256.36, S.D. 16.60) of female adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. Thus, academic stress and self-esteem of female adolescents' is positively and significantly related to each other.

5.2.4 RESEARCH OBJECTIVE 4

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.16 which means that the relationship between academic stress (Mean 111.57, S.D. 13.60) and self-esteem (Mean 255.08, S.D. 17.17) of rural male adolescents is negligible in magnitude, positive in direction and not significant. Thus, academic stress and self-esteem of rural male adolescents' is positively and not significantly related to each other.

5.2.5 RESEARCH OBJECTIVE 5

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.26 which means that the relationship between academic stress (Mean 123.57, S.D. 12.97) and self-esteem (Mean 259.63, S.D. 14.37) of rural female adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. Thus, academic stress and self-esteem of rural female adolescents' is positively and significantly related to each other.

5.2.6 RESEARCH OBJECTIVE 6

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.27 which means that the relationship between academic stress (Mean 110.32, S.D. 12.47) and self-esteem (Mean 253.58, S.D. 19.99) of urban male adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. Thus, academic stress and self-esteem of urban male adolescents' is positively and significantly related to each other.

5.2.7 RESEARCH OBJECTIVE 7

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

In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.38 which means that the relationship between academic stress (Mean 116.07, SD 14.24) and self-esteem (Mean 253.15, SD 18.13) of urban female adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. Thus, academic stress and self-esteem of urban female adolescents' is positively and significantly related to each other.

5.3 CONCLUSIONS AND DISCUSSIONS

On the basis of the interpretation of the results drawn in the present study the investigator lays down the following conclusions:

The results of the research can be summarized as under:

- i. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of adolescents. It means that academic stress is positively related to self-esteem among the adolescents. The reason may be better school environment and parental support to adolescents. Deniz (2006) conducted a study and reported a similar results

indicating that copying with stress, decision self-esteem and decision making style has significant relationship with each other. While Nikitha, Jose and Valsaraj (2014) reported that there is significant but low negative relationship between academic stress and self-esteem which is contrary to the present study.

- ii. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of male adolescents. Study by Polce-Lynch, Myers, Kliwer and Kilmartin (2001) reported that late adolescents' boys reported lower self-esteem than younger boys.
- iii. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of female adolescents. Study by Singh and Upadhyay (2008) reported that female students perceived more academic stress in comparison to their male counterpart.
- iv. The present study revealed that there is not significant, positive negligible relationship between the academic stress and self-esteem of rural male adolescents.
- v. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of rural female adolescents.
- vi. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of urban male adolescents.
- vii. The present study revealed that there is a significant, positive low relationship between the academic stress and self-esteem of urban female adolescents.

5.4 EDUCATIONAL IMPLICATIONS

In educational research the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on academic stress and self-esteem of adolescents. From the present study, very important implications emerged and these are as under:

- i. Result shows positive low relationship between academic stress and self-esteem of adolescents. So every stakeholder has a responsibility of maintaining this relationship between academic stress and self-esteem by providing good classroom environment to the students. They should be free from any biasness or subjectivity, inferiority and superiority complex because marginal increase in self esteem may lead to high academic stress due to the significant relationship.
- ii. Male adolescents perceived positive low relationship between academic stress and self-esteem. So, Parents and teachers should take care of not increasing the academic stress among male adolescents. Curriculum should be according to their needs and demands.
- iii. Female adolescents perceived positive low relationship between academic stress and self-esteem. To maintain the balanced or good relationship among the academic stress and self-esteem of female adolescents. School management should take care of the psychological and sociological needs of the female

adolescents. Parents also should provide the congenial atmosphere to them. Female teachers should be appointed by the higher authorities at secondary level of education.

- iv. Rural male adolescents perceived negligible relationship between academic stress and self-esteem. To enhance the relationship some measures should be taken by the school management, teachers and parents to maintain the balance between academic stress and self-esteem and should provide proper guidance and counseling to them.
- v. Rural female adolescents perceived positive low relationship between academic stress and self-esteem. This may be attributed due to better classroom environment and better academic achievement. To maintain the relationship, teachers should have secure, safe and congenial and good rapport with them and the curriculum should be according to their mental level also.
- vi. Result shows positive low relationship between academic stress and self-esteem of urban male adolescents. To maintain the balance between academic stress and self-esteem of urban male adolescents. Parents and teachers cooperatively should provide congenial home as well as school environment respectively. Curriculum should be flexible that pertains the needs and demands of them.
- vii. Urban female adolescents also perceived low positive relationship between the academic stress and self-esteem. This may be attributed due to provide better facilities to them. Proper parental support provides to maintain the relationship between academic stress and self-esteem of urban female adolescents. Policies should be framed according to them.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study has brought out how the academic stress and self-esteem are related to each other. These results suggest further research to be carried out as follows:

- i. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- ii. A Similar study can be conducted on students studying at college level.
- iii. Comparative studies can be conducted to know the effect of academic stress on self-esteem of adolescents
- iv. A Similar study can be conducted on High and Low socio-economic status of adolescents
- v. It is recommended that further research may be conducted on a large sample in order to arrive at more generalized results.
- vi. 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.
- vii. A similar study can be conducted for students studying in Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.

- viii. A similar study can be carried out for students with different disabilities e.g. visual impairment, speech impairment, hearing impairment and orthopedically handicap.
- ix. Statistical Technique like t-test can be used to know the difference between academic stress and self-esteem.
- x. Statistical Technique like ANOVA can be used in a similar study.

SUMMARY

TITLE:

ACADEMIC STRESS OF ADOLESCENTS IN RELATION TO SELF-ESTEEM

SUPERVISOR

INVESTIGATOR

A. THE PROBLEM**Stress**

Stress is the process by which events threaten or challenge individual ability to deal adequately with the situation. Both the pleasant and unpleasant events can produce stress. Pleasant events such as marriages, planning party, joining the school or job and the unpleasant events family problems, examination experiencing circumstances, at the work place produce threaten to our well being. Although negative events result in greater detrimental effects than positive events. The certain kinds of events such as death of loved one, participating combat during war, natural disaster and almost universally stressful. Other situation may or may not be stressful to a particular person (Fleming, Baum and Singer, 1984; Lazarus and Cohen, 1977).

Stress is perceived in different ways and may mean different thing to different individuals. It is perceived as events or situations that cause individuals to feel tension, pressure or negative emotions including anxiety and anger. Stress is always regarded as psychological process that involves an individual's personal interpretation and response to any threatening event. It is important to note that stress can have both positive and negative effects on people. Lazarus (1980) sees stress as a result of a transaction between person and environment.

Academic Stress

Academic Stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of homework etc. academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure.

Academic Stress among students has long been researched on and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers. Academic problems have been reported to be the most common source of stress for students. Stress in family like divorce, intrapersonal conflicts and maternal depression leads to stress in the adolescents which deteriorates functioning. Schafer (1996) observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans and boring instructors. Students experienced academic stress arising from their parents and teachers (Ang and Huan, 2006). There are various coping strategies used by students when experiencing academic stress. Stressed adolescents perceived academics as burdensome.

Self-Esteem

Self-esteem is an indicator of good mental health. It is how one feels about ourselves. Self-esteem is nothing to be blamed for, ashamed of or embarrassed about. Some self doubt, particularly during adolescence, is normal even healthy but poor self-esteem should not be ignored. In some instances, it can be a symptom of a mental health disorder or emotional disturbance. Self-esteem is the collection of beliefs or feelings that we have about ourselves, or “Self Perceptions”. How we define ourselves influence our motivations, attitudes and behavior and affects our emotional adjustment. Patterns of self-esteem start very early in life. Self-esteem can also be defined as the combination of feelings of capability with feelings of being lived. Healthy self-esteem results when the right balance is attained. As a child tries, fails, tries again, fails again, and then finally succeeds, it develops ideas about their capabilities. At the same time, it creates a self concept based on interaction with other people. That is why parental involvement is the key to helping a child form accurate, healthy self perceptions. There’s nothing wrong with trying to improve a child’s self-esteem. Feeling good about oneself is healthy and valuable. But the way you improve self-esteem makes a big difference. When it is done with compliments, even if children feel better about themselves, they will become more vulnerable to depression when they hit one of life’s inevitable setbacks. They may feel good about themselves, but if they are weak and incompetent, life will eventually take them down.

How to Foster Healthy Self-Esteem

- Be generous with praise
- Teach positive self-statements
- Avoid criticism that makes the form of ridicule or shame
- Teach children about decision making and to recognize when they have made good decision
- Show children that you can laugh at yourself
- Required effort and completion instead of outcome
- Be a positive role model
- Identify and redirect your child’s inaccurate beliefs
- Give positive, accurate feedback
- Create a safe, nurturing home environment
- Make your home a safe haven for your family
- Involvement in constructive experiences

Qualities of Good Self-Esteem

- Assume responsibility
- Act independently
- Take pride in their accomplishments
- Tolerate Frustration
- Handle peer pressure appropriately
- Attempts new tasks and challenges

- Offer assistance to others

Self-esteem is essential to our ability to function in a healthy way. Without the foundation of a solid sense of self-worth, we are unable to take the risks and make the decisions necessary to lead a productive life. A healthy self-esteem allows you to “be yourself”, handle stress effectively and maintain an overall sense of well-being. A low self-esteem corrodes our love lives, career, family bonds and most importantly, our internal sense of well-being.

Adolescence

Adolescence is the phase separate from both early childhood and adulthood. It is a transition period that requires special attention and protection. Physically children go through a number of transitions while they mature. We now know that brain undergoes quite substantial development in early adolescence, which effect emotional skills as well as physical and mental abilities. As adolescent boys and girls grow, they take responsibilities, experiment with new ways of doing things and push for independence. It is a time in which values and skills are developed that have great impact on well-being. Evidence shows that when adolescent girls and boys are supported and encouraged by caring adults, along with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence. Child grows up in a dynamic social context in which local communities drive global development. Adolescents, social actors in their own right, are part of this movement. During adolescence, children develop the ability to:

- Understand abstract ideas, such as higher math concepts and develops moral philosophies, including rights and privileges.
- Establish and maintain satisfying relationship by learning to share intimacy without feeling worried or inhibited.
- Move towards a more mature sense of themselves and their purpose.
- Question old values without losing their identity.

B. NEED AND SIGNIFICANCE OF THE STUDY

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic stressors may show in any aspect of the individuals’ home environment, school, neighborhood, or friendship. The impact of academic stress has led to poor outcomes in the areas of exercise, nutrition, substance use and self-care. Adolescence is a period of storm and stress. During this period the students undergo various developmental changes that affect his way of self-evolution and self-esteem and academic achievement also. Academic stress put positive effect on the self-esteem. Mostly the students who are in academic stress, they have high self-esteem and they are also good in their studies. In the same way, those who have high self-esteem they perform well in their academics and they have positive academic stress. The present study is

helpful to school administrator, teachers, parents, curriculum designers and councilors to provide educational guidance to the students so that their self-esteem will become good and appreciable.

C. 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 relationship between academic stress and self-esteem of rural male adolescents.
5. To study the relationship between academic stress and self-esteem of rural female adolescents.
6. To study the relationship between academic stress and self-esteem of urban male adolescents.
7. To study the relationship between academic stress and self-esteem of urban female adolescents.

D. HYPOTHESES OF THE STUDY

1. There is no significant relationship between academic stress and self-esteem of adolescents.
2. There is no significant relationship between academic stress and self-esteem of male adolescents.
3. There is no significant relationship between academic stress and self-esteem of female adolescents.
4. There is no significant relationship between academic stress and self-esteem of rural male adolescents.
5. There is no significant relationship between academic stress and self-esteem of rural female adolescents.
6. There is no significant relationship between academic stress and self-esteem of urban male adolescents.
7. There is no significant relationship between academic stress and self-esteem of urban female adolescents.

E. SAMPLE

The present study consists of 240 adolescents studying in 9th class of 10 Schools (High and Higher Secondary) has been taken from 1 Rural and 1 Urban Tehsil of Jammu District. The sample has been selected by using Stratified Random Sampling Technique.

F. TOOLS USED

The present study will employ the following two standardized tools:

- Stress Inventory for School Students (SISS-ss) developed by Seema Rani and Dr. BasantBahadur Singh (2011). This inventory consists of 40 items. It was standardized on 400 pre-secondary students of age 6-14 years old. It measures Academic Stress.
- Self-Esteem Inventory (SEI) developed by M.S.Prasad and G.P.Thakur (1988). This inventory consists of 60 items which divided into two parts (Part-I and Part-II). Part-I consists of 30 items which are related to Personally Perceived Self and Part-II consists of 30 items which are related to Socially Perceived Self. It was standardized on 400 undergraduate male and female students of Bihar University. The ages of the subjects ranged from 15 years to 19 years with mean age of 17.32 years. It measures Self-Esteem.

G. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in following Tables:

Table 4.1

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	116.07	14.24	240	+0.24	0.01
Self-Esteem	255.35	17.60			

Table 4.2

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
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Academic Stress	110.94	13.01	120	+0.22	0.05
Self-Esteem	254.33	18.57			

Table 4.3

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	121.20	13.61	120	+0.25	0.01
Self-Esteem	256.36	16.60			

Table 4.4

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Rural Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	111.57	13.60	60	+0.16	NS
Self-Esteem	255.08	17.17			

Table 4.5

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Rural Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	123.57	12.97	60	+0.26	0.05
Self-Esteem	259.63	14.37			

Table 4.6

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Urban Male Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	110.32	12.47	60	+0.27	0.05
Self-Esteem	253.58	19.99			

Table 4.7

Mean, Standard Deviation and Pearson's Coefficient of Correlation (r-value) between Academic Stress and Self-Esteem of Urban Female Adolescents

Variables	Mean	S.D.	N	r-value	Levels of Significance
Academic Stress	116.07	14.24	60	+0.38	0.01
Self-Esteem	253.15	18.13			

H. FINDINGS OF THE STUDY

- i. In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.24 which means that the relationship between

academic stress (Mean 116.07, S.D. 14.24) and self-esteem (Mean 255.35, S.D. 17.60) of adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. Thus, academic stress and self-esteem of adolescents' is positively and significantly related to each other.

- ii. In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.22 which means that the relationship between academic stress (Mean 110.94, S.D. 13.01) and self-esteem (Mean 254.33, S.D. 18.57) of male adolescents is low in magnitude, positive in direction and significant at 0.05 level of significance. Thus, academic stress and self-esteem of male adolescents' is positively and significantly related to each other.
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- vii. In the present study, it has been found that the Pearson's Coefficient of Correlation (r-value) is +0.38 which means that the relationship between academic stress (Mean 116.07, S.D. 14.24) and self-esteem (Mean 253.15, S.D. 18.13) of urban female adolescents is low in magnitude, positive in direction and significant at 0.01 level of significance. Thus, academic stress and self-esteem of urban female adolescents' is positively and significantly related to each other.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

In educational research the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on academic stress and self-esteem of adolescents. From the present study, very important implications emerged and these are as under:

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- ii. Male adolescents perceived positive low relationship between academic stress and self-esteem. So, Parents and teachers should take care of not increasing the academic stress among male adolescents. Curriculum should be according to their needs and demands.
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between academic stress and self-esteem and should provide proper guidance and counseling to them.

- v. Rural female adolescents perceived positive low relationship between academic stress and self-esteem. This may be attributed due to better classroom environment and better academic achievement. To maintain the relationship, teachers should have secure, safe and congenial and good rapport with them and the curriculum should be according to their mental level also.
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J. SUGGESTIONS FOR THE FURTHER RESEARCH

The present study has brought out how the academic stress and self-esteem are related to each other. These results suggest further research to be carried out as follows:

- i. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- ii. A Similar study can be conducted on students studying at college level.
- iii. Comparative studies can be conducted to know the effect of academic stress on self-esteem of adolescents.
- iv. A Similar study can be conducted on High and Low socio-economic status of adolescents
- v. It is recommended that further research may be conducted on a large sample in order to arrive at more generalized results.
- vi. 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.
- vii. A similar study can be conducted for students studying in KendriyaVidyalayas, NavodayaVidyalayas and Sainik Schools.
- viii. A similar study can be carried out for students with different disabilities e.g. visual impairment, speech impairment, hearing impairment and orthopedically handicap.
- ix. Statistical Technique like t-test can be used to know the difference between academic stress and self-esteem.
- x. Statistical Technique like ANOVA can be used in a similar study.

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APPENDIX A

Consumable Booklet

of

Seema Rani (Agra)
Dr. Basant Bahadur Singh (Agra)

S I S S-SS
(Hindi version)

कृपया निम्न सूचनाएँ भरिये :—

विद्यार्थी का नाम _____
आयु _____ लिंग _____
स्कूल का नाम _____
कक्षा _____ दिनांक _____
जिला _____

निर्देश

आपके सम्मुख कुछ कथन दिये जा रहे हैं प्रत्येक कथन के उत्तर के लिए संभावित चार विकल्प हैं। आप अपने अनुसार सही का निशान ☒ प्रत्येक कथन के सामने दिये गये विकल्पों में से चयन करके सम्बन्धित बाक्स पर लगायें। इन कथनों का आपकी परीक्षाओं से कोई सम्बन्ध नहीं है। ये कथन आपकी राय जानने के लिए हैं अतः आप जैसा महसूस करते हैं बेझिझक व्यक्त कीजिए आपको विश्वास दिलाया जाता है कि आपके उत्तर गोपनीय रखे जायेंगे।

इन कथन का उत्तर देने के लिए कोई समय सीमा नहीं है। सामान्य रूप से इन कथनों को उत्तर देने में 50 मिनट लगते हैं। अतः निर्धारित समय सीमा में उत्तर देने का प्रयास करें।

फलान्कन तालिका

पृष्ठ	2	3	4	कुल योग	विवेचना *
प्राप्तांक					

Estd. 1947

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H. P. BHARGAVA BOOK HOUSE

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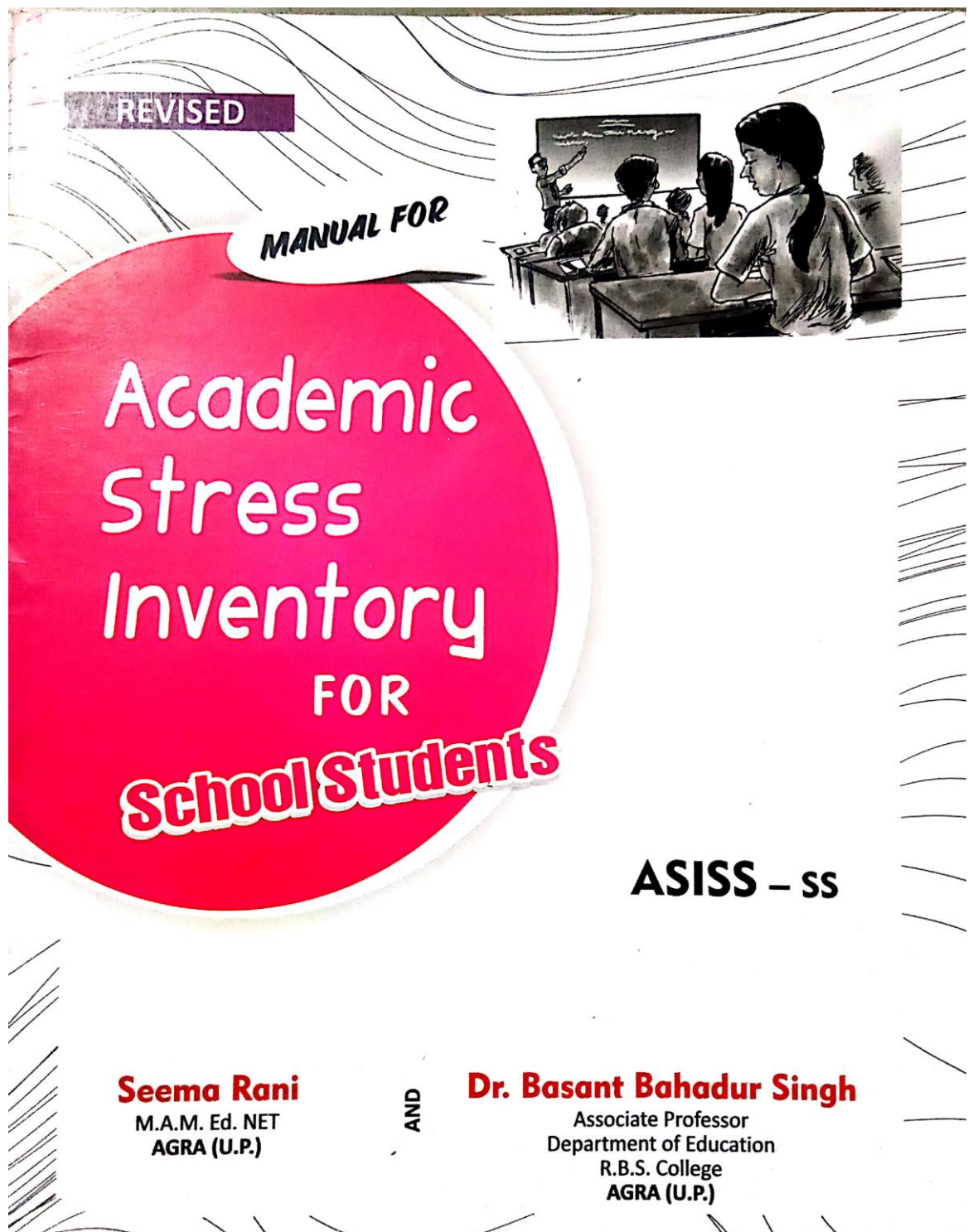
क्रमांक	कथन	विकल्प				
		बहुत चिन्तित	चिन्तित	कम चिन्तित	चिन्तित नहीं	प्राप्तांक
1.	आप कैसा महसूस करते हैं जब आपके विद्यालय में आवश्यकता से अधिक पढ़ाई होती है ?	☐	☐	☐	☐	☐
2.	आप कैसा महसूस करते हैं जब आपको अपने खराब स्वास्थ्य के कारण डॉट पड़ती है ?	☐	☐	☐	☐	☐
3.	आप कैसा महसूस करते हैं जब कठिन विषयों के घण्टे आने को होते हैं ?	☐	☐	☐	☐	☐
4.	आप कैसा महसूस करते हैं जब आप अच्छे नम्बर लाने के लिए नकल करते हैं और पकड़े जाने का डर रहता है ?	☐	☐	☐	☐	☐
5.	आप कैसा महसूस करते हैं जब आपसे कम योग्यता रखते हुए भी अन्य छात्र आपसे अच्छे नम्बर प्राप्त कर लेते हैं ?	☐	☐	☐	☐	☐
6.	आप कैसा महसूस करते हैं जब आपके अच्छे पढ़ने वाले साथी आपस में पढ़ाई की बातें करते हैं ?	☐	☐	☐	☐	☐
7.	आप कैसा महसूस करते हैं जब आपकी पढ़ाई में अनचाही रुकावट आती है ?	☐	☐	☐	☐	☐
8.	आप कैसा महसूस करेंगे जब आप पढ़ी हुई बात को समय आने पर भूल जाते हैं ?	☐	☐	☐	☐	☐
9.	आप कैसा महसूस करेंगे जब आप परीक्षा में फेल हो जायेंगे ?	☐	☐	☐	☐	☐
10.	आप कैसा महसूस करते हैं जब आपके पास पढ़ाई के लिए पर्याप्त पुस्तकें नहीं होती हैं और आपका दोस्त जन्म दिन पर खूब पैसा खर्च करता है ?	☐	☐	☐	☐	☐
11.	आप कैसा महसूस करते हैं जब आप दिये गये गृहकार्य को सर्वोत्तम ढंग से करते हैं मगर अध्यापक उसे काट देते हैं और उसे पुनः करने के लिए कहते हैं ?	☐	☐	☐	☐	☐
12.	आप कैसा महसूस करते हैं जब मन लगाकर पढ़ने पर भी आप अच्छे नंबर नहीं लाते हैं ?	☐	☐	☐	☐	☐
13.	आप कैसा महसूस करते हैं जब आप बस्ते का बोझ उठाते हैं ?	☐	☐	☐	☐	☐
14.	आप कैसा महसूस करते हैं जब किताबों की संख्या आवश्यकता से अधिक बढ़ा दी जाती है ?	☐	☐	☐	☐	☐

योग

क्रमांक	कथन	विकल्प				
		बहुत चिन्तित	चिन्तित	कम चिन्तित	चिन्तित नहीं	प्राप्तांक
15.	आप कैसा महसूस करते हैं जब कक्षा के कुछ छात्र होशियार छात्रों को अपनी ओर मिला लेते हैं और आपको एक तरफ कर देते हैं ?	☐	☐	☐	☐	☐
16.	आप कैसा महसूस करते हैं जब आपको अपने माता-पिता की इच्छा के अनुरूप पढ़ाई करनी पड़ती है जबकि आपका मन पढ़ने को नहीं करता ?	☐	☐	☐	☐	☐
17.	आप कैसा महसूस करते हैं जब आप कक्षा में प्रश्नों के उत्तर देते-देते थक जाते हैं मगर अध्यापक आपको अच्छा विद्यार्थी नहीं मानते हैं ?	☐	☐	☐	☐	☐
18.	आप कैसा महसूस करते हैं जब आप कक्षा में पिछड़ जाते हैं। और बच्चे आपसे बात नहीं करना चाहते हैं ?	☐	☐	☐	☐	☐
19.	आप कैसा महसूस करते हैं जब आपको अपने आदर्श अध्यापक के विषय में पता चलता है कि वह पक्षपात करते हैं ?	☐	☐	☐	☐	☐
20.	आप कैसा महसूस करते हैं जब आपके अध्यापक आपको शरारती बताते हैं तथा अभिभावक से शिकायत करते हैं ?	☐	☐	☐	☐	☐
21.	आपको कैसा लगता है जब अध्यापक आपके कार्यों में त्रुटियाँ निकालते हैं और आपके दोस्तों को बताते हैं ?	☐	☐	☐	☐	☐
22.	आपको कैसा लगता है जब दूसरे बच्चे आपका कार्य देखने के लिए कहते हैं ?	☐	☐	☐	☐	☐
23.	आप कैसा महसूस करते हैं जब अध्यापक आपके कार्य पर आपके साथ विचार-विमर्श करते हैं ?	☐	☐	☐	☐	☐
24.	आप कैसा महसूस करते हैं जब आपके अध्यापक आपको ऊँची आवाज में पढ़ने के लिए कहते हैं ?	☐	☐	☐	☐	☐
25.	आप कैसा महसूस करते हैं जब अध्यापक आपसे उस विषय में काम करने को कहते हैं जो आपको बोरिंग लगता है ?	☐	☐	☐	☐	☐
26.	आप कैसा महसूस करते हैं जब आप समझते हैं कि पढ़ना, लिखना आज के समय में उपयोगी नहीं है ?	☐	☐	☐	☐	☐
					योग	

क्रमांक	कथन	विकल्प				
		बहुत चिन्तित	चिन्तित	कम चिन्तित	चिन्तित नहीं	प्राप्तांक
27.	आप कैसा महसूस करते हैं जब आप अपने दोस्तों की पुस्तकों को देखते हैं ?	☐	☐	☐	☐	☐
28.	आपको कैसा महसूस होता है जब अनुशासनप्रिय अध्यापक विद्यालय में अनुपस्थित रहते हैं ?	☐	☐	☐	☐	☐
29.	आप कैसा महसूस करते हैं जब आप अपनी कक्षा में प्रायः दण्ड पाते रहते हैं ?	☐	☐	☐	☐	☐
30.	आप कैसा महसूस करते हैं जब आप बिना कारण के स्कूल की छुट्टी करते हैं ?	☐	☐	☐	☐	☐
31.	खेल के समय पढ़ाई की बात आपको कैसी लगती है ?	☐	☐	☐	☐	☐
32.	आप कैसा महसूस करते हैं जब बहुत पढ़ाई करने पर भी आप प्रथम नहीं आते हैं और कम पढ़ने वाला अच्छा नम्बर पाता है ?	☐	☐	☐	☐	☐
33.	आप कैसा महसूस करते हैं जब अच्छे विद्यार्थी होने पर भी अध्यापक आपको बुद्धू कह देते हैं ?	☐	☐	☐	☐	☐
34.	आप कैसा महसूस करते हैं जब परीक्षा में सफलता से सम्बन्धित आपकी आशाएँ पूरी हो जाती हैं ?	☐	☐	☐	☐	☐
35.	आप कैसा महसूस करते हैं जब पढ़ाई न करने पर माता-पिता/अभिभावक आपको फटकारते हैं ?	☐	☐	☐	☐	☐
36.	आप कैसा महसूस करते हैं जब अध्यापक अचानक आपसे किसी प्रश्न का उत्तर पूछ लेते हैं ?	☐	☐	☐	☐	☐
37.	आप कैसा महसूस करते हैं जब कक्षा में प्रथम न आने पर आपके अभिभावक आपसे असन्तुष्ट रहते हैं ?	☐	☐	☐	☐	☐
38.	आप कैसा महसूस करते हैं जब छुट्टी के उपरान्त भी अध्यापक अतिरिक्त कक्षा लेते हैं ?	☐	☐	☐	☐	☐
39.	आप कैसा महसूस करते हैं जब अध्यापक द्वारा खेल-कूद के लिए आपका चयन नहीं किया जाता है ?	☐	☐	☐	☐	☐
40.	आप कैसा महसूस करते हैं जब परीक्षाएँ नजदीक आ जाती हैं ?	☐	☐	☐	☐	☐
योग						

APPENDIX B



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AND

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Manual
for
ACADEMIC
STRESS
INVENTORY
For
SCHOOL
STUDENTS
ASISS-SS

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INTRODUCTION

With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. As early as in 14th century, the term stress was used to denote hardship, strain, adversity and affliction [Lubusden 1981]. in 17th century, Hook used the word stress in the context of physical science [Hinkle 1973]. But its scientific meaning was, in fact, given in early 20th century, Stress is the process that occurs in response to the situations or events [called stressors] that disrupt or threaten to disrupt our Physical or Psychological functioning [Lazarus Folkman 1984 & Baron, 2002], In fact, stress is a many faceted process that occurs in reaction to events or situations in the environment called stressors. [Brown, B. B. 1994]. Stress is the state of organism when he perceives that his well-being [or integrity] is endangered and that he must elevate all of his energies to his protection.

There is not any other questionnaire for the measurement of stress in pre-secondary students. So this inventory is constructed and standardized. All the items of this questionnaire show the level of stress.

METHOD

The inventory is devised to identify the stress problem of pre-secondary students. The following procedure is adopted for developing this questionnaire. A total of 60 items are then given to 12 Psychologists and 7 Educationists using the interval consistency method. Only those items are chosen on which the rating is the same amongst all the 19 experts. Using this principle 40 items are selected from a total of 60 items. These are then standardized to a group of 400 pre-secondary students who are 6-14 years old.

INSTRUCTIONS

1. It is a self-administering inventory. The examiner should read the instructions given on the front page and the examinees should also read them silently along with the examiner.
2. These items are to be tick marked by the students as to whether the options occurred *Very worried*, *Worried*, *Little worried*, *Not worried*. These options are indicative of the level of stress.
3. There is no time limit for answering it. Ordinarily an individual takes 50 minutes in completing the test.

4. Examiners should be instructed to interpret the meaning of the difficult words, if any should be given by the examiner.
5. Co-operation of the examinees in answering the inventory is very essential. The examiner should assure them that their answers and scores will be treated with strictest confidence.
6. The examiners should indicate frankly and honestly the purpose of the test, if and when any question regarding this is raised by the examinees.
7. The examinees should read the printed instruction before starting answering the items. He should not start answering unless told to do so.

Scoring

The inventory has Four options for answering each statements. The options and scoring is as following :

TABLE 1

Scoring System

Answer Option	Very Worried बहुत चिन्तित	Worried चिन्तित	Less Worried कम चिन्तित	Not Worried चिन्तित नहीं
Score	4	3	2	1

The minimum and maximum range of score is 40 to 160.

Standardization of the Inventory

For the purpose of standardization, the inventory with final 40 statements were administered on a randomly selected pre-secondary classes 400 students in the age range 6 to 14 years. The sample consisted of both boys and girls.

Reliability

The reliability of the inventory was find out by **Test-Retest Method** and **Split Half Method**.

(1) Test-Retest Reliability

For Teat-Retest Reliability, the inventory was administered on a student sample of 200 in the age-range 6 to 14 years. The inventory was again administered on the same group of students after a gap of 14 days.

The coefficient of correlation found was +0.80 which is significant at .01 level of significance.

(2) Split-Half Reliability

By odd-even method split-half reliability was found to be +0.79, which is significant at .01 level of significance.

Validity

(1) The face validity of the inventory appears to be fairly high.

(2) The content validity is adequately assured since only those items were selected for the final draft of the inventory for which there was complete agreement amongst the experts.

(3) Finally only those items were retained for final draft of the inventory which had showed high discriminative values following item analysis.

Revision of the Inventory

The inventory's norms etc. have been revised after getting feedback from the field.

From the field the data of 1200 subjects in the age-range 6 to 14 years have been got. The division of the 1200 subjects is as following :

TABLE 2 : Revised Sample Distribution

Age Range in Years	6 to 8	9 to 11	12 to 14	Total
N	350	400	450	1200

Statistical Results

On the basis of the scores of the 1200 protocols the following statistical results have been got :

TABLE 3 : Statistical Results

Sr. No.	Age Range (in Years)	N	Mean	SD
I.	6 to 8	350	70.50	12.60
II.	9 to 11	400	75.00	12.00
III.	12 to 14	450	80.50	13.55

Norms

On the basis of the statistical results presented in Table 3, age-group wise z-Score Norms have been developed and the same have been presented in Tables 4, 5 & 6.

Norms for interpretation of the level of stress have been presented in Table 7.

TABLE 4

z-Score Norms for the age-group 6 to 8 Years

Mean : 70.50

SD : 12.60

N = 350

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score
41	-2.34	56	-1.15	71	+0.03	86	+1.23
42	-2.26	57	-1.07	72	+0.11	87	+1.31
43	-2.18	58	-0.99	73	+0.19	88	+1.39
44	-2.10	59	-0.91	74	+0.27	89	+1.47
45	-2.02	60	-0.83	75	+0.35	90	+1.55
46	-1.95	61	-0.75	76	+0.43	91	+1.63
47	-1.87	62	-0.67	77	+0.51	92	+1.71
48	-1.79	63	-0.59	78	+0.59	93	+1.79
49	-1.71	64	-0.51	79	+0.67	94	+1.87
50	-1.63	65	-0.43	80	+0.75	95	+1.95
51	-1.55	66	-0.35	81	+0.83	96	+2.02
52	-1.47	67	-0.27	82	+0.91	97	+2.10
53	-1.39	68	-0.19	83	+0.99	98	+2.18
54	-1.31	69	-0.11	84	+1.07	99	+2.26
55	-1.23	70	-0.03	85	+1.15	100	+2.34

TABLE 5

z-Score Norms for the age-group 9 to 11 Years

Mean : 75.00

SD : 12.00

N = 400

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score
41	-2.83	59	-1.33	77	+0.16	95	+1.66
42	-2.75	60	-1.25	78	+0.25	96	+1.75
43	-2.66	61	-1.16	79	+0.33	97	+1.83
44	-2.58	62	-1.08	80	+0.41	98	+1.91
45	-2.50	63	-1.00	81	+0.50	99	+2.00
46	-2.41	64	-0.91	82	+0.58	100	+2.08
47	-2.33	65	-0.83	83	+0.66	101	+2.16
48	-2.25	66	-0.75	84	+0.75	102	+2.25
49	-2.16	67	-0.66	85	+0.83	103	+2.33
50	-2.08	68	-0.58	86	+0.91	104	+2.41
51	-2.00	69	-0.50	87	+1.00	105	+2.50
52	-1.91	70	-0.41	88	+1.08	106	+2.58
53	-1.83	71	-0.33	89	+1.16	107	+2.66
54	-1.75	72	-0.25	90	+1.25	108	+2.75
55	-1.66	73	-0.16	91	+1.33	109	+2.83
56	-1.58	74	-0.08	92	+1.41	110	+2.91
57	-1.50	75	±0.00	93	+1.50	111	+3.00
58	-1.41	76	+0.08	94	+1.58	112	+3.08

TABLE 6*z-Score Norms for the age-group 12 to 14 Years***Mean : 80.50****SD : 13.55****N = 450**

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score
46	-2.54	64	-1.21	82	+0.11	100	+1.43
47	-2.46	65	-1.14	83	+0.18	101	+1.51
48	-2.39	66	-1.07	84	+0.25	102	+1.58
49	-2.32	67	-0.99	85	+0.33	103	+1.65
50	-2.24	68	-0.91	86	+0.40	104	+1.73
51	-2.17	69	-0.84	87	+0.47	105	+1.80
52	-2.10	70	-0.77	88	+0.55	106	+1.87
53	-2.02	71	-0.69	89	+0.62	107	+1.95
54	-1.95	72	-0.62	90	+0.69	108	+2.02
55	-1.87	73	-0.55	91	+0.77	109	+2.10
56	-1.80	74	-0.47	92	+0.84	110	+2.17
57	-1.73	75	-0.40	93	+0.91	111	+2.24
58	-1.65	76	-0.33	94	+0.99	112	+2.32
59	-1.58	77	-0.25	95	+1.07	113	+2.39
60	-1.51	78	-0.18	96	+1.14	114	+2.46
61	-1.43	79	-0.11	97	+1.21	115	+2.54
62	-1.36	80	-0.03	98	+1.29	116	+2.61
63	-1.29	81	+0.03	99	+1.36	117	+2.68

TABLE 7 : Norms for Interpretation of the Level of Stress

Sr. No.	Age-Group wise Raw Score Range			z-Score Range	Grade	Level of Stress
	6 – 8	9 – 11	12 – 14			
1.	96 & above	100 & above	108 & above	+2.01 & above	A	Extremely High
2.	87 to 95	91 to 99	98 to 107	+1.26 to +2.00	B	High
3.	77 to 86	82 to 90	88 to 97	+0.51 to +1.25	C	Above Average
4.	65 to 76	69 to 81	74 to 87	-0.50 to +0.50	D	Average/Moderate
5.	55 to 64	60 to 68	64 to 73	-1.25 to -0.51	E	Below Average
6.	46 to 54	51 to 59	54 to 63	-2.00 to -1.26	F	Low
7.	45 & below	50 & below	53 & below	-2.01 & below	G	Extremely Low

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APPENDIX C

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Self Esteem Inventory (SEI)

Constructed and Standardized by

M. S. Prasad and G. P. Thakur

Psychology Dept.

University of Bihar, Muzaffarpur

Name	Age
Parent's Monthly Income	Education
Caste	Occupation
Address	
.....	

Instructions

Several questions are given in this questionnaire. You read them carefully one by one. In front of every statement, probable indication are given in seven points which is separated from 'Totally Agree' to 'Totally Disagree'. You are expected to put correct mark on the indication, which in your view is appropriate for you, related to that statements. Following the same way, you have to reply all the statements of the questionnaire. Only after reading and reply one statement proceed to next. At the end, please check that you have expressed your opinion about every statements. Please reply, as early as possible to all the statements of this questionnaire. Your responses will be kept confidential.

Published By :

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Tiwari Kothi, Belanganj, Agra-282004

Statements		Totally Correct	Correct to a Large Extent	Partially Correct	Uncer- tain	Partially Wrong	Wrong to a large Extent	Totally Wrong
1.	I am of very kind nature.	—	—	—	—	—	—	—
2.	I am of irritating nature.	—	—	—	—	—	—	—
3.	Honesty is deeply rooted in me.	—	—	—	—	—	—	—
4.	I am not a miser but an economic.	—	—	—	—	—	—	—
5.	I have the capacity to adjust in any situation.	—	—	—	—	—	—	—
6.	I am obstinate by nature.	—	—	—	—	—	—	—
7.	I do not like to see things disturbed.	—	—	—	—	—	—	—
8.	I can control my emotions easily.	—	—	—	—	—	—	—
9.	I feel shy in learning something from my juniors.	—	—	—	—	—	—	—
10.	I do not easily believe others.	—	—	—	—	—	—	—
11.	I am the man who likes flattery.	—	—	—	—	—	—	—
12.	I do obey my duties faithfully.	—	—	—	—	—	—	—
13.	I impress others easily by my personality.	—	—	—	—	—	—	—
14.	I, not being a moralist, am materialist.	—	—	—	—	—	—	—
15.	I do not suffer from inferiority complex.	—	—	—	—	—	—	—
16.	I do not consider myself an intelligent.	—	—	—	—	—	—	—
17.	I do easily establish friendship with strangers.	—	—	—	—	—	—	—
18.	I am Quarrelsome by nature.	—	—	—	—	—	—	—
19.	I do not consider anyone superior in my contemporaries.	—	—	—	—	—	—	—
20.	I don't get disappointed even at being unsuccessful.	—	—	—	—	—	—	—
21.	I like to work alone rather combining with other.	—	—	—	—	—	—	—

22. I have habit to destroy the things.	—	—	—	—	—	—	—
23. I consider myself beautiful.							
24. I consider hard labour, the only means of successful.	—	—	—	—	—	—	—
25. I, by nature can't see other's success.	—	—	—	—	—	—	—
26. I do consider it my duty to follow ruled and get it followed.	—	—	—	—	—	—	—
27. I do not believe in advocating.	—	—	—	—	—	—	—
28. I get very angry when someone does not believe me.	—	—	—	—	—	—	—
29. I do not take it bad to voilat the rules occasionally.	—	—	—	—	—	—	—
30. I have strong desire to become a great man.	—	—	—	—	—	—	—

Self Esteem Inventory (Part II)

Instruction

This time also you are being given the same Questionnaire. Previously, you replied considering what do you think of yourself. This time while replying, you have to keep this thing in view that what the people who know you think about you. After reading each statement think for a minute that what opinion have for you relating to that statement and then reply in the same manner as you had done earliar.

Statements	Totally Correct	Correct to a Large Extent	Partially Correct	Uncertain	Partially Wrong	Wrong to a large Extent	Totally Wrong
1. I am of very kind nature.	—	—	—	—	—	—	—
2. I am of irritating nature.	—	—	—	—	—	—	—
3. Honesty is deeply rooted in me.	—	—	—	—	—	—	—
4. I am not a miser but an economic.	—	—	—	—	—	—	—
5. I have the capacity to adjust in any situation.	—	—	—	—	—	—	—

6.	I am obstinate by nature.	—	—	—	—	—	—	—
7.	I do not like to see things disturbed.	—	—	—	—	—	—	—
8.	I can control my emotions easily.	—	—	—	—	—	—	—
9.	I feel shy in learning something from my juniors.	—	—	—	—	—	—	—
10.	I do not easily believe others.	—	—	—	—	—	—	—
11.	I am the man who likes flattery.	—	—	—	—	—	—	—
12.	I do obey my duties faithfully.	—	—	—	—	—	—	—
13.	I impress others easily by me personality.	—	—	—	—	—	—	—
14.	I not being a moralist, am materialist.	—	—	—	—	—	—	—
15.	I do not suffer from inferiority complex.	—	—	—	—	—	—	—
16.	I do not consider myself an intelligent.	—	—	—	—	—	—	—
17.	I do easily establish friendship with strangers.	—	—	—	—	—	—	—
18.	I am quarrelsome by nature.	—	—	—	—	—	—	—
19.	I do not consider anyone superior in my contemporaries.	—	—	—	—	—	—	—
20.	I don't get disappointed even at being unsuccessful.	—	—	—	—	—	—	—
21.	I like to work alone rather combining with others.	—	—	—	—	—	—	—
22.	I have habit to destroy the things.	—	—	—	—	—	—	—
23.	I consider myself beautiful.	—	—	—	—	—	—	—
24.	I consider hard labour, the only means of successful.	—	—	—	—	—	—	—
25.	I, by nature can't see other's success.	—	—	—	—	—	—	—
26.	I do consider it my duty to follow ruled and get it followed.	—	—	—	—	—	—	—
27.	I do not believe in advocating.	—	—	—	—	—	—	—
28.	I get very angry when someone does not believe me.	—	—	—	—	—	—	—
29.	I do not take it bad to violate the rules occasionally.	—	—	—	—	—	—	—
30.	I have strong desire to become a great man.	—	—	—	—	—	—	—

APPENDIX D

**Manual and Directions
For
Self-Esteem Inventory**



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Manual and Directions For Self-Esteem Inventory

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MANUAL For SELF-ESTEEM INVENTORY

Introduction

Self-esteem or self-concept is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. In fact, what a person thinks about himself comprises the attitudes and feelings that he has about himself "The self-concept is a particular kind of attitudinal structure" (McDavid and Harari, 1968). Ramkumar (1971) has defined self-concept as the cluster of the most personal meaning a person contributes to the self. He developed a self-concept inventory using Q-sort method. (Some attempts have been made in the past to measure self-concept with the help of some kinds of questionnaires and inventories using Q sort measure, semantic differential technique etc. For example, Gill and D,Oyley (1972) developed a theoretically oriented and objective instrument purporting to measure the self-concept of high school students in an academic settings. The retest reliability coefficients for the perceived self were .69 and .60 and ideal self .60 and .67 for boys and girls respectively. Internal consistency reliability ranged from .89 to .92. Some other attempts have also been made to develop self-esteem inventory (e.g. Harrison and Budoff, 1972; Mohsin, 1976; Piers and Harris, 1965; Singh, 1965). All the instrument developed to measure self-esteem or self-concept have, perhaps, not taken into account personally—perceived self and socially-perceived self of the individual. The self-evaluation of the individual is heavily dependent upon the way in which he thinks other view him. In fact, these two aspects of self-esteem (personally-perceived self of socially-perceived self) constitute the whole self of the individual. A few inventories or questionnaires have attempted to measure these two aspects but the tools developed for the purpose have not been very satisfactory. The present attempt, therefore, has been made to develop an inventory of self-esteem which would take into account personally-perceived self and socially-perceived self adopting suitable statistical procedures.

Methods :

(i) *Selection of Items* : 65 items representing self of the individual in Hindi language were framed on the basis of literature on the subject and consulting teachers of Psychology

and other disciplines. These items were written in univocal sentences. The statements were submitted to ten judges-six male and four female teachers of Psychology of Bihar. They were requested to be very critical while assessing statements representing the self of the individual. Ten sets of statements were prepared and submitted to the judges separately for their opinion. Finally, 30 items were selected for inclusion in the final list on which six or more judges had agreed. With a view to assessing personally-perceived self and socially-perceived self it was decided to have two identical sets of statements having different instructions for the two sets. Personally-perceived self was to be assessed on the basis of the following instructions "There are some statements in this inventory. You please read these statements one by one carefully. Each statement has seven point answer scale, from completely true to completely false. You are requested to encircle the point of the scale related to the particular statement which *in your personal opinion* is most suitable in your case. Kindly go through all the statements one by one and see that none is left over."

Socially-perceived self was to be determined on the basis of the following instructions-"Again you are given the same set of statements. On the last occasion you rated yourself on the basis of *your personal opinion*, related to the statements but this time you have to rate yourself on the basis of your idea about *what others think of you* on those statements. Other things remaining the same you have to reply to the items of the inventory".

(ii) *Sample* : 400 undergraduate male and female students of Bihar University constituted sample of the study. The ages of the subjects ranged from 15 years to 19 years with a mean age of 17.32 years.

(iii) *Reliability of the Inventory* : The two sets of the inventory were administered to a sample of 400 students. Split-half reliability co-efficients were calculated for both the sets of the inventory which came out to be .82 and .78 for personally-perceived self and socially-perceived self respectively. Of the 400 students, 150 students were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability co-efficients. Re-test reliability co-efficients were found for both the tests were .69 and .66 respectively for personally-perceived self and socially-perceived self.

(iv) *Scoring and Interpretation* : Of the thirty items, seventeen are socially desirable and thirteen are socially undesirable. The item which are socially desirable would get 7

scores if answered completely true and 1 if answered completely false. Other intermediate answers would get scores accordingly. The socially undesirable items would be scored in the opposite manner, i.e., the completely false point would get 7 scores and completely true would get 1 score. An Individual who has taken both the sets of the inventory will have two scores-one for the personally-perceived self and the other for the socially-perceived self. Therefore, these are three possibilities-personally-perceived score may be higher than the socially perceived score; personally-perceived score may be lower than the socially-perceived score, and; there may not be difference between the two. One who falls in the first category, i.e., personally-perceived score higher than the socially-perceived score may be termed a person having positive self, others who fall in the second category, i.e., socially perceived score/higher than the personally-perceived score may be known as persons having negative self and persons falling in the third category may be supposed to have a balanced self-esteem.

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