

A Comparative Study on Self Esteem and Stress among Private and Government High School Students

Sadananda Reddy^{*1}, Prasad Kannekanti², Md.Ameer Hamza³

¹Assistant prof., & HOD in Social Work, M.Phil (PSW), M.Sc (Psy) (UGC NET), Don Bosco Academy, Degree and P.G college, Nalgonda.

²P.hD scholar, (PSW), Department of Psychiatric Social Work, NIMHANS, Bangalore.

³Associate Professor, Dept. of Psychiatric Social Work, NIMHANS, Bangalore.

Abstract:

Introduction: High school student's stage is human development of the nations by skills development through proper education that occurs between childhood and adulthood. Some sensitive factors like physical, mental, family, school, relationship and social factors influence on the students while learning. Stress free creates pleasant environment such as mental peace, better and healthy thoughts and good relations. Self-esteem is confidence in one's capacity to achieve values. It is subjective and enduring sense of realistic self approval. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing

Aim of the study: To compare self esteem and stress among high school students of private and government schools

Methods & Materials: The study was taken urban area of Nalgonda district, data was collected from Government and Private high schools 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 consists of 20 items and 10-items self esteem scale developed by Rosenberg. Ethical issues have been followed while conducting the study.

Results & Conclusion: Results revealed that students from government and private schools don't have any difference on self esteem and stress. Students from both schools had low level of stress and normal level of self-esteem. The findings give enormous scope for improvement of high level of self esteem and stress management for private and government schools. Stress management among secondary school students, it necessitates orienting teachers on conducting activities to enhance the self esteem and adapt stress management of students. Through arranging and encouraging a variety of group activities, ensuring that all pupils experience trust-building activities, instigating positive behaviour programmes and a systematic scheme of rewards.

Key Words: Stress, Self esteem, High school students, Private, Government

students while learning. Stress free creates pleasant environment such as mental peace, better and healthy thoughts and good relations. Self-esteem is confidence in one's capacity to achieve values. It is subjective and enduring sense of realistic self approval. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing

Self-esteem is a widely used concept both in popular language and in psychology. The term self-esteem comes from a Greek word meaning "reverence for self." The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. Simplistically self-esteem is the acceptance of us for whom and what we are at any given time in our lives. Self-esteem is a positive or negative orientation towards oneself, an overall evaluation of one's worth or value.

Coopersmith S.A (1967) defines self-esteem is 'a set of attitudes and beliefs that a person brings with him or herself when facing the world. But Gray.p (2001) defines Self-esteem as one's more or less sustained sense of liking oneself. Branden,N (1969) defined self-esteem as " the experience of being competent to cope with the basic challenges of life and being worthy of happiness". He also believes that Self-esteem is the confidence in one's capacity to achieve values.

Self-esteem of an individual has been affected by a multitude of factors. Repeated negative evaluation makes children to be dumb, stupid, slow, fat and so on. Severe or repeated criticism damages the self-worth and self-confidence. Criticism disguised in a joke or Negative humor, errors or failures can lower confidence and ultimately self-esteem. But none is more significant than the family (Mruk.c). The greater the involvement of parents with their child, the higher will be the levels of self-esteem of child.

It is believed that, a person possessing high level of self esteem will be confident, happy, highly motivated and have the right attitude to succeed. Low self esteem feeds negative thinking and causes to believe the criticism others make of one self. In the field of Education, the role of Self-Esteem cannot be ignored numerous studies have shown a positive association between Self-Esteem and

I. INTRODUCTION

High school Students stage is human development of the nations by skills development through proper education that occurs between childhood and adulthood. Some sensitive factors like physical, mental, family, school, relationship and social factors influence on the

Academic Achievement. (Coopersmith S.A 1967; Walz G&Bleuer J,1992 , Covington.M, 1989; Reasoner.R 2005). Erikson. E (1968) specifically identified Academic Achievement as a vital component in forming a healthy self-image.

"I am stressed out" is a phrase that has been echoed by teens down through the ages. Adolescence can be a stressful time for children, parents and adults who work with teens. Many also worry about moving from a middle (Denise E , 2008) or junior high school to secondary school level. Adolescents experience a spectrum of stress ranging from ordinary to severe. Long term exposure to stress is associated with a variety of chronic psychological and

physiological illness in addition to smoking; drug abuse and (Aggarwal S 2007) high risk sexual behaviour. 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.

Adolescence is a stage where transition occurs from childhood towards the adulthood. Adolescence can be generally defined as the period of life when a child develops into an adult generally seen during 12~19 years. In an education system adolescents are receiving education in junior and senior high schools. During this phase of development they face rapid physical and mental changes due to which they can sometimes feel incompatible with the changes around their physical and social environment. Adding to this are academic factors which causes further problems (Cheng Kai-Wen 2014)

These children face various stressors and which in turn lead to stress when they are not able to cope up with these stressors. Stress can be explained in terms of sadness, worries, tension, frustration which leads to depression which is temporary or may last for long. It has been found in many studies that severely depressed school children are more prone to suicide attempts (Walker J 2005). Some of the common reasons of stress can be problems with the parents, siblings, problems in the school, problems with the studies, teachers, classmates etc. the problem starts with normal stress among the individual with can turn to distress and result in many health problems both biological and psychological (Walker J). Adolescence is a stage of human development that occurs between childhood and adulthood (Liu, 2001). Due to fast physical changes and mental development at this stage, students may some times experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause of psychological troubles and even induce deviant behaviors, academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioural problems. Various studies have explained the stress in different dimensions. According to Lazarus & Folkman (1984), stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result

of one's interaction with the environment. The existence of stress depends on the existence of the stressor. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. It is "a state of physical or mental tension that causes emotional distress or even feeling of pains to an individual" (Lai et al., 1996).

Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviors. Parents expect their children not only to respect teachers and follow moral norms but also become elite in future (Liu and Chen, 1997).

The educationist Dewey once said "education is a pursuit of a perfect life". However, school teachers and parents in Taiwan usually use academic achievement as the sole criterion for evaluating a student's performance. This criterion causes double stress on adolescents. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools (Cheng, 1999). As per the statistics of various countries, the number of suicide (including self-injury) cases is highest among the college/university students, and female students take a much larger proportion of the suicide cases. Among the causes of suicide or self-injury, relationship problems are the leading cause, followed by depression and academic stress. (Campus Security Report Center, Ministry of Education, 2009).

II. MEASURES

Socio demographic Schedule

The researcher has prepared the Socio demographic Schedule including age, religion, medium, caste, domicile, occupation of father and mother, type of family, size of the family, number of siblings, whether day's scholar or staying in hostels, and distance between home to school.

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

Rosenberg self esteem scale developed by Rosenberg, it consist of ten item, Likert scale with items answered on a four point scale - from strongly agree to strongly disagree, items 2, 5,6,8,9 reverse scoring that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem. Ethical issues have been followed while conducting the study.

Stress Questionnaire for Students

Ministry of Social Security, National Solidarity & Reform Institutions developed Stress Questionnaire for Students, it consists of 20 items, it is having responses 0 is never to very often is 4. Scores being 0 – 20: Good control over stress, 21 – 40: Low level of stress, 41 – 60 : Medium

level of stress: Should reconsider means of coping with stress, 61 – 80 : High level of Stress: Needs Counselling.

The scales were validated by the experts to suit the Indian culture. The questionnaires were distributed to all the

students and the researcher had given instructions before filling the questionnaires. Written informed consent was sought from all the participants. All other ethical issues were followed during the study.

III. RESULTS

Table 1: Socio demographic profile of study (Discrete variables)

Variables		Number (n=60)	Percentage (%)
Type of school	Govt. School	30	50.0
	Private School	30	50.0
Medium of education	Telugu	30	50.0
	English	30	50.0
Gender	Male	38	63.3
	Female	22	36.7
Religion	Hindu	44	73.3
	Muslim	6	10.0
	Christian	10	16.7
Caste	BC	30	50.0
	ST and ST	17	28.3
	OC	13	21.7
Domicile	Urban	17	28.3
	Semi urban	7	11.7
	Rural	36	60.0
Students coming from	From Home	13	21.7
	Stays in Hostels	47	78.3
Type of Family	NuclearFamily	40	66.7
	Joint Family	20	33.3
Occupation of students Father	Agriculture	26	43.3
	Labour	16	26.7
	Employee	4	6.7
	Business	14	23.3
Occupation of student Mother	House wife	30	50.0
	Labour	26	43.3
	employee	4	6.7

Table1: shows the socio demographic details of the Government and Private high school students. Both medium of education and type of school had 50 %, 63.3% of students were male, 73.3 % of respondents belongs to Hindu religion, fifty percent of students belongs to BC caste, 60% of students were from rural background, majority of students staying in hostels 78.3 %, 66.7 of the students were living in nuclear families, 43.3 of respondents father occupation was agriculture and fifty percent of students' mothers were being as a house wife.

Table 2: Socio demographic and self esteem mean and SD of over all students (continuous variables)

Variables	Mean	SD
Age of the students	16.48	4.623
Family annual Income	1,01970	81698
Self Esteem Scale	17.51	4.36

Table 2: shows students mean and SD age was 16.48 (SD 4.62), family annual income 1, 01970 (81698) and self esteem of over all students 17.51 (4.36).

Table 3: Students stress scale frequency and percentage of government and private schools

Score range	Domain	Government School	Private School	Frequency	Percentage (%)
0 - 20	Good control over Stress	3	6	9	15.0
21-40	Low level of stress	20	18	38	63.3
41-60	Medium level of stress (should reconsider means of coping with stress)	7	5	12	20.0
60 -80	High level of Stress (Need counselling)	0	1	1	1.7

Table3: Students stress scale frequency and percentage of government and private schools, 15 % (9) students had good control over on stress, majority of students had low level of stress 63.3% (38), twenty percent (12) of respondents had medium level of stress and only 1.7% (1) had high level stress.

Table 4: Difference between Government and Private on Self Esteem

		Median	Range	Test Statistics	P value
Self esteem	Govt. School	16.0	12.00	330.00	.074
	Private school	17.5	29.00		

Table 4: The above table depicts the comparison between Government and private school of students self esteem. There was no significant difference between government and private schools on students self esteem ($t=330.0$; $p=.074$).

IV. DISCUSSION

The current study indicates that self esteem and student stress among private and government high school students had low level of stress, and there was no difference between private and government high school students on it and there was no significant difference on self esteem between both school students.

Description of sample characteristics: Among 60 subjects' government and private school students were in equal proportion with Telugu and English medium. 63.3% of students were male, 73.3 % of respondents belongs to Hindu religion, fifty percent of students belongs to BC, 60% of students were from rural background, majority of students staying in hostels 78.3 %, 66.7 of the students were living in nuclear families, 43.3 of respondents father occupation was agriculture and fifty percent of students' mothers were being as a house wife and only 6.7 mothers were employed.

Present study found that students self esteem mean score was 17.51 (SD 4.36) which means within normal range of self esteem. Present study findings supports with Denise E, (2008) majority (82.3%) of the students' self-esteem was within normal range, only 6.2% have low self-esteem and 11.5% were having high self-esteem. This was in agreement with the findings of the study conducted by Farid and Akhtar in Pakistan which found that 86% of the study subjects had normal self - esteem and 14% had low self-esteem and also Ruth Lo, (2002) study stated that there is significant but weak relationship between academic stress and self- esteem among higher secondary students which is in harmony with the findings of the

study conducted by Ruth in Australia. Even present study results reveals that there was significant difference between private and government school students on self esteem.

Current study findings opposes the findings of a study conducted by Taragar (2009) in Dharwad taluk of Karnataka state to assess the stress among high school students and its relationship with demographic variables. A total of 538 students completed the stress scale prepared by the researcher. Study result showed that 69.00 %, 15.60 % and 15.40 % of the students experienced high, moderate and low stress respectively but surprisingly current study findings reveals that 63.3 % (38), 20% (12), 15 % (9) and 1.7% (1) of high school students having low, medium good control over of stress respectively and even there was no difference between government and private school students on stress scale.

Another study has been done among high school students in a rural region of Tennessee, also reported academic class work, concern about grades, pressures to succeed and achieve, feelings about self-worth and personal respect, peer acceptance, relationships with friends; and "problems" at school as a stressor Peach, Larry (1991). But present study results indicates that there was no as such stress from above mentioned.

Hussain et al (2008) According to his the study of Academic Stress and Adjustment Among High School Students of Public and Government high school in Delhi. The Results as it indicates that magnitude of academic stress was significantly higher among the private school students where as Government school students were

significantly better in terms of their level of adjustment coping strategies but present study was not supporting as our study results shows on stress, its only indicates that there was no difference between private and government school students.

V. CONCLUSION

Our results are suggestive as to the necessary components of a stress management program specific to the needs of private and government high school of students. At present we need to assess what are the factors making them more stressful, for stress management and to develop high level of self esteem every school need to appoint a counselor to address student's psychological problems.

REFERENCE

- [1] Aggarwal S, Prabhu H R A, Anand A, Kotwal A. (2007) Stressful life event among adolescents: The development of a new measure. Indian
- [2] Branden, N. (1969) the psychology of self-esteem. New York: bantam
- [3] Cheng Kai-Wen, A study of stress sources among college students in Taiwan, Journal of Academic and Business Ethics.
- [4] Cheng, C. S. (1999). Life Stress of and Guidance for Adolescents. Taipei: Psychological Publishing Co., Ltd.
- [5] Chiang, C. X. (1995) A Study of Stress Reactions among Adolescents Chinese Journal of School Health, 26,
- [6] Coopersmith, S.A (1967). The antecedents of self-esteem. San Francisco freeman.
- [7] Covington, M. V. (1989). Self-esteem and Failure in School. The Social Importance of Self-Esteem. Berkeley, CA: University of Cambridge Press.
- [8] Denise E, Judith W, Herrman (2008) Adolescent stresses through the eyes of high-Risk teens. Paediatric nursing, 34(5): 375-380.
- [9] Department of Statistics, Ministry of Education (2007). Retrieved July 20, 2008, from <http://www.edu.tw/>
- [10] Erikson, E. (1968). Identity: Youth and Crisis. New York: W.W. Norton & Company, Inc
- [11] Feng, G. F. (1992). *Management of Stress and Loss*. Taipei: Psychological Publishing Co.,Ltd.
- [12] Gray, P. (2001). *Psychology*. 4th Edition. Worth Publishers.
- [13] Holly, W. (1987) Self-Esteem: Does It Contribute to Students' Academic Success? Eugene,
- [14] Hussain A, Kumar A, Husain A (2008) Academic Stress and Adjustment Among High School Students, Journal of the Indian Academy of Applied Psychology, April 2008; 34(Special Issue); 70-73.
- [15] International Conference on Excellence in Management practices, Kristu Jayanthi College of Management & technology, Bangalore April 15 &18, 2011 journal of psychiatry, 49(2):96-102
- [16] Lai, P. C., Chao, W. C., Chanf. Y. Y., and Chang, T. T. (1996). *Adolescent Psychology*. Taipei: National Open
- [17] Lazarus, R. S., and Folk man, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.
- [18] Liu, A. Y., and Chen, Y. H. (1994). *Adolescent Psychology*. Taipei: Sanmin Books.
- [19] Liu, Y. L. (2001). *Organizational Behavior*. Taipei: Wun Ching Publishing.
- [20] Mruk, c Christopher. 1999. Self Esteem: Research, Theory, and Practice. New York: Springer OR: Oregon School Study Council, Univ. of Oregon
- [21] Peach, Larry (1991). A Study Concerning Stress among High School Students in Selected Rural Schools, Annual Education Conference, Tennessee Tech University, August 12.
- [22] Reasoner, R. (2005).The true meaning of self-esteem. Retrieved November 4th from International Council for self-esteem. Website: <http://www.self-esteem.nase.org/whatisself-esteem.shtml>
- [23] Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press
- [24] T.V.Ramama (2011) Knowledge Management in Strategic Management by the YOGA, Paper Submitted to statistics/ Feng, G. F. (1992). *Management of Stress*.
- [25] Taragar S, (2009) Stressors among the students of high school, Department of human development college of rural home science, dharwad university of agricultural sciences, Dharwad, June.University
- [26] Volpe, J. F. (2000). A guide to effective stress management. *Career and Technical Education*, 48(10), 183-188
- [27] Walker J, Adolescent Stress and Depression. [online], 2005, [Cited 2014 Jan]; [1]. Available from: <http://www.extension.umn.edu/youth/research/adolescent-stress-and-depression/33-37>