Scholars Journal of Applied Medical Sciences
Abbreviated Key Title: Sch J App Med Sci
ISSN 2347-954X (Print) | ISSN 2320-6691 (Online)
Journal homepage: https://saspublishers.com

OPEN ACCESS

Child Health Nursing

A Correlational Study to Assess the Academic Stress and Self Esteem among School Going Adolescents in Bagalkot

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DOI: https://doi.org/10.36347/sjams.2025.v13i02.032 | **Received:** 10.01.2025 | **Accepted:** 16.02.2025 | **Published:** 22.02.2025

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Abstract **Original Research Article**

Introduction: Stress has posed serious problems for children, parents, teachers, society and nation. It has got a direct bearing on the academic development and achievement of adolescent. When the adolescent are mentally and physically healthy they perform better in their academic achievement. ***Aims***: The study was conducted to assess the academic stress and self-esteem among school going adolescents in Bagalkot. ***Methodology***: A Correlational study design was used for the study and it was conducted on 100 adolescents using convenient sampling technique. Tool used is Rosenberg Self Esteem Scale technique on selected school. Data was collected using demographic data structured questionnaire of Academic stress scale and self-esteem scale. Data analysis done using descriptive and inferential statistics. ***Result*:** A Pearson correlation analysis was conducted to examine the relationship between academic stress and self-esteem among adolescents. The result indicated a weak negative correlation between academic stress and self-esteem (r =-0.211, p=0.0035) since the p value is less than 0.05 the correlation is statistically significant, suggesting that higher academic stress is associated with lower self-esteem in adolescents. ***Conclusion*:** The study concluded on the basis of the findings of this study following conclusion that there is a weak negative correlation between academic stress and self-esteem among adolescents. This indicated that as academic stress increases self-esteem tends to decrease. Although the correlation is not strong the significance of the relationship highlights the potential impact of academic stress on adolescents.

Keywords: Academic Stress, Self-Esteem, Adolescents, Correlation, School Children.

INTRODUCTION

Adolescents is a crucial developmental stage marked by significant psychological, emotional and social changes. During this period, self-esteem place a vital role in shaping an individual's overall wellbeing and academic performance. Self-esteem refers to a person's overall sense of self-worth and confidence in her abilities. Adolescents with high self-esteem tends to exhibit resilience, motivation, and better coping strategies when face to challenges. conversely, those with low self-esteem experience anxiety, depression, and difficulty handling academic and social pressures. Given the importance of self-esteem in adolescent development, is essential to explore the factors that may I fluence it including academic stress [1].

Academic stress is a prevalent issue among adolescents due to increased academic demands, expectation from parents and teachers, and competition among peers. High levels of academic stress can negatively impact student's mental health, leading to burn out, anxiety and reduced self-confidence [2]. Students perceive academic challenges as overwhelming, their self-esteem may decline, affecting their ability to perform well and maintain positive self-image. Understanding the relationship between academic stress and self-esteem is crucial for developing strategies to support adolescents mental stress and academic success. Therefore, this study aims to examine the correlation between academic stress and self-esteem among adolescents, providing insights into how stress levels may influence their psychological wellbeing [3].

MATERIALS AND METHODS

The present study is correlational research study. A convenient sample of 100 school going

adolescents were selected from sharana basaveshwara government school Navanagar Bagalkot. Written consent was taken from participants for the study. Socio demographic variables, Rosenberg self-esteem scale, structured questionnaire, were used as a tool for data collection. The data was analyzed by using descriptive and inferential statistical in terms of mean, frequency, distribution, percentage, Chi-square, Pearson Co relation coefficient value.

Research Design: The research design adopted for the present study was a correlational research design.

Setting of the study: Sharana Basaveshwara Government school Navanagar Bagalkot.

Instruments: Rosenberg self-esteem scale, structured questionnaire.

Data collection Procedure: The data collection was carried out from 8Th November – 28th November among school going adolescents who are studying in Sharana Basaveshwara Government School Navanagar Bagalkot. Permission was obtained from head master of selected school. Data was collected from the adolescent's by explaining the purpose of the study. Written consent was obtained from the study participants. According to the convenience of students and teachers.

Research Variable: academic stress and self-esteem among adolescents are dependent variables in the present study.

Socio demographic variables: It includes socio-demographic characteristic of school going children such as age, gender, Religion, type of family, family monthly income, marks obtained in the last year, children attended any educational program.

Sample Size: In the present study, Researcher has selected **100 children** residing in Sharana basaveshwar government school, Navanagar Bagalkot district.

Sampling Technique: Convenient sampling technique.

Inclusion Criteria:

- Who are able to read and write kannada
- Who are available at the time of data collection
- Who are willing to participate in the study

Exclusion Criteria:

- Those children who are sick at the time of data collection.
- Those children who are not co-operative.

Tool/Instrument:

- The tools used in the present study is sociodemographic data, structured questionnaire of academic stress

  Part-I: Demographic data of children: It includes 7 variables age, gender, type of family, family monthly income, percentage of marks obtained in the last year, attended any educational programme.

  Part-II structured questionnaire: This structured questionnaire is for asses academic stress in adolescents. It consists of 29 items with 45points ranging from lower to higher. Higher score indicates higher academic stress.

  Part-III Rosenburg self-esteem scale: This scale is to assess the level of self-esteem. This scale consists of 5 items with 5 points lower to higher. Higher score indicates higher level of self-esteem.

Statistical Analysis:

The information was analyzed using SPSS 18. Data were entered into an MS Excel spreadsheet and then transferred into SPSS. Data were organized and explained using descriptive and inferential analyses to determine the association between variables.

Ethical Consideration

- Ethical approval was obtained from the B.V.V.S Sajjalashree Institute of Nursing Sciences ethics committee, Bagalkot, Karnataka.
- Permission from selected school headmaster
- Consent obtained from the study participants

RESULT

Section I: Frequency and percentage distribution of socio demographic variable of school going children

Sl. No	sociodemographic variables	frequency	percentage
1	**Age**		
	13 years	17	17%
	14years	25	25%
	15years	29	29%
	16years	29	29%
2	**Gender**		
	Male	53	53%
	Female	47	47%
3	**Religion**		
	Hindu	60	60%
	Muslim	35	35%

Sl. No	sociodemographic variables	frequency	percentage
	Christian	5	5%
4	**Type of family**		
	Nuclear	59	59%
	Joint	39	39%
5	**Family monthly income**		
	5000-10000	23	23%
	10001-15000	31	31%
	15001-20000	23	23%
	20000 and above	23	23%
6	**% of mark in last year**		
	80% & above	14	14%
	70% - 80%	33	33%
	60% - 70%	33	33%
	50% - below	20	20%
7	**Attended any educational programme**		
	Yes	52	52%
	No	48	48%

N=100

Majority of Percentage wise distribution of children according to their age reveals that out of 100 adolescents thirteen age groups 17%, fourteen age group 25%, fifteen age group 29%, sixteen age group 29%. gender reveals out of 100 children female children 47% and male children 53%. In religion, 60% were Hindu's, 35% were Muslims, 5% were Christians. family monthly income reveals that 5000-10000 are 23%, 10001-15000 are 31%, 15001-20000 are 23%, 20001&above income are 23%. nuclear family 59% and joint family 39%. Percentage of marks obtained 80% and above were 14% and 70%-80% were 33%, 60%-70% were 33% and 50% -below were 20%. 52% of adolescents has attended any educational programme and 48% has not attended any educational programme.

Section II: Assessment of self-esteem among adolescents.

- Percentage distribution of adolescents according to the self-esteem reveal that out of 100 children, 31% were having low self-esteem, 64% were having normal self-esteem, 5% were having high self-esteem.

Rosenberg self esteem			
Interpretation	**Scoring**	**frequency**	**Percentage**
Low	10--20	31	31%
Normal	21--30	64	64%
High	31--40	5	5%

Section III: Assessment of academic stress among adolescents.

ACADEMIC STRESS SCALE			
Interpretation	**scoring**	**frequency**	**Percentage**
Low	29-67	37	37%
Moderate	68-106	63	63%
High	107-145	0	0%

Percentage wise distribution of adolescents according to their level of academic stress reveals that out of 100 children, 37% adolescents have low academic stress, 63%% children have moderate academic stress, 0% children have high academic stress.

Section IV: Correlation of self-esteem and academic stress among adolescents.

Correlation between academic stress and self esteem			
Variables	**academic stress**		
	Pearson r value	**p value**	Interpretation
self esteem	-0.211	0.035*	weak negative correlation
*: Significant at P<0.05			

The calculated value of r is -0.211 suggesting a negative poor correlation between academic stress and self-esteem of school going adolescents. The p value is 0.035 at p <0.05 level of significance, suggesting significant negative correlation academic stress and self-esteem of school going adolescents.

Section V: association between socio demographic data with academic stress

Sl. No	Sociodemographic variables	Df	χ^2 Value	P value	Interpretation
1	Age	3	2.81	0.421	NS
2	Gender	1	4.12	0.042	S
3	Religion	1	0.52	0.47	NS
4	Type of family	1	0.13	0.718	NS
5	Family Monthly income	2	6.16	0.046	S
6	% of mark in last year	3	1.6	0.659	NS
7	Attended any educational program	1	1.29	0.256	NS

The calculated chi square values for the socio-demographic variables like Age [2.81] gender of school going adolescents [4.12], Religion [0.52] family income per month [6.16], Type of family [0.13], percentage of marks in last year [1.6], attended any educational program [1.29]. The chi square table value is **3.84.**

Hence the chi square calculated values are lesser than the chi square table value. This indicates that there was no significant association found between the above said selected socio–demographic variables like age, religion, type of family, percentage of marks in the last year, attended any educational program with research study **P<0.05.**

Shows that the calculated chi square values for the socio-demographic variables like adolescents' gender and family monthly income. Hence the chi square calculated values are higher than the chi square table value. This indicates that there was significant association found between the above said selected socio–demographic variables with research study **P<0.05.**

Section VI: Association between self-esteem and socio demographic variable

Sl. No	Sociodemographic variables	Df	χ^2 Value	P value	Interpretation
1	Age	1	0.42	0.516	NS
2	Gender	1	4.82	0.028	S
3	Religion	1	0.07	0.79	NS
4	Type of family	1	3.41	0.064	NS
5	Family Monthly income	3	1.03	0.794	NS
6	% of mark in last year	3	2.46	0.482	NS
7	Attended any educational program	1	0.36	0.548	NS

The calculated chi square value for the self-esteem among adolescents with selected sociodemographic variables like age [0.42], gender [4.82], religion [0.07], type of family [3`41], family monthly income [1.03], percentage of mark in last year [2.46, attended any educational program [0.36]. The chi square table value is **3.84.**

Hence the chi square calculated values are lesser than the chi square table value. This indicates that there was no significant association found between the age, religion, type of family, family monthly income, percentage of mark in the last year, attended any educational program with research study **P<0.05.**

DISCUSSION

The present study was designed to assess the correlation between academic stress and self-esteem among adolescents at vidyagiri, Bagalkot. In our present study it shows that 31 % had low self-esteem and 64% had normal self-esteem and 5% had high self-esteem [4]. This study shows a significant association between the sociodemographic variable gender [4.82]. and no significant association between sociodemographic variables like age [0.42], religion {0.07], type of family [3.41], family monthly income [1.03] percentage of marks in last year [2.46] attended any educational program [0.36]. According to academic stress of school going adolescents 37% had low academic stress, 63% had moderate academic stress and 0% had high academic stress [5]. This study shows a significant association between sociodemographic variables like gender [4.12] and family monthly income [6.16] and no significant association between sociodemographic variables like age [2.81], religion [0.52], type of family [0.13], percentage of marks in last year [1.6], attended any educational program [1.29]. Pearson correlation analysis was conducted to examine the relationship between academic stress and self-esteem among adolescents [6]. The result indicated a weak negative correlation between academic stress and self-esteem (r =-0.211, p=0.0035) since the p value is less than 0.05 the correlation is statistically significant, suggesting that higher academic stress is associated with lower self-esteem in adolescents [7].

A similar study was conducted to assess the correlation study to assess the relationship between academic stress and level of self-esteem among adolescents in selected settings was conducted with 40 adolescents aged 14-15 years from a government school. This study was published in the year 2023.The researchers employed convenient sampling and utilized the Rosenburg self-esteem scale alongside and academic stress scale for data collection. The findings revealed a mean academic stress of 46.4 [S.D = 2.17] and mean self-esteem score of 12.3 [S.D = 4.15]. A significant moderate negative correlation was identified between academic stress and self-esteem [r=-0.585, p<0.01], indicating that higher academic stress is associated with lower self-esteem among the adolescents studied [8].

A similar study conducted to asses a correlational study on academic stress and self-esteem among higher secondary students in selected schools of UDUPI district. This study was published in the year 2014. The study involved 96 first year higher secondary science students. Data collection tools included a self-constructed academic stress, rating scale and the Rosenburg self-esteem scale. The findings revealed that 80`2% had experienced moderate academic stress, 13.5% had mild stress and 6.2% faced severe stress [9]. Regarding self-esteem, 82.3% of participants had normal levels, while 6.2% exhibited low self-esteem. A significant but low negative correlation was found between academic stress and self-esteem, indicating that as academic stress increases, self-esteem tends to decrease slightly [10].

CONCLUSION

The study findings show that shows that 31 % had low self-esteem and 64% had normal self-esteem and 5% had high self-esteem. This study shows a significant association between the sociodemographic variable gender [4.82]. and no significant association between sociodemographic variables like age [0.42], religion [0.07], type of family [3.41], family monthly income [1.03] percentage of marks in last year [2.46] attended any educational program [0.36]. According to academic stress of school going adolescents 37% had low academic stress, 63% had moderate academic stress and 0% had high academic stress. This study shows a significant association between sociodemographic variables like gender [4.12] and family monthly income [6.16] and no significant association between sociodemographic variables like age [2.81], religion [0.52], type of family [0.13], percentage of marks in last year [1.6], attended any educational program [1.29]. Pearson correlation analysis was conducted to examine the relationship between academic stress and self-esteem among adolescents. The result indicated a weak negative correlation between academic stress and self-esteem (r =-0.211, p=0.0035) since the p value is less than 0.05 the correlation is statistically significant, suggesting that higher academic stress is associated with lower self-esteem in adolescents.

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