



ACADEMIC STRESS IN RELATION TO SELF CONFIDENCE IN SECONDARY SCHOOL STUDENTS

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Abstract

A sample of 200 students of Jhajjar district of Haryana state was selected randomly. The sample was administered through Academic stress scale developed and standardized by Bisht; & Agnihotri's Self confidence inventory developed and standardized by Gupta . Mean, Standard Deviation (S.D), SED, z-test and correlation were used for analysis and interpretation of the data. The findings of the study revealed that a) there exists a significant negative relationship between academic stress and self-confidence of secondary school students. b) there exists a significant negative relationship between academic stress and self-confidence of male secondary school students. c) there exists a significant negative relationship between academic stress and self-confidence of male secondary school students.

KEYWORDS: Academic Stress, Self confidence, Private school, Government School.

INTRODUCTION

Life is a continuous process of facing challenges. These Challenges are different each time because the situation as well as the individual keeps on changing. One of the very important factors which significantly contribute to tacking of challenge and ensuring a more successful life is to posses' sufficient self-confidence, In order to build self-confidence one needs to experience successful challenges. Tasks, which have an appropriate amount and degree of difficulty, when faced successfully develop self-confidence. Self-confidence is an important antecedent to good performance. It tends to act as a self fulfilling prophecy. If one does not believe in his ability to perform well he probably will fall short of his goal whereas if he thinks he can do well then he is more likely to come through. Confidence is characterized by a high expectancy of success. It involves though and images. Reflecting the beliefs that you have the capacity to perform the action's required for the success; that there is a high probability that success will result from these actions. In other words when you feel confident, you know you can do it. You predict you will do it and you predict that doing it will lead to success.

ACADEMIC STRESS

In present era, the phenomenon of stress is not confined to adults alone but also affects children and students. There are many situation in educational field which are stressful to the child like negative consequences of failures, worries about future life, too much homework, cut throat competition etc which leads to academic stress. Academic stress is becoming increasingly more common and widespread among students. It is inevitable in any educational institution. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged periods may create overwhelming frustration and anxiety in the students which may I turn adversely affect their morale, academic achievement, mental health, study habits and adjustment styles. The source of



academic stress may vary from institution to institution and individual to individual. Excessive academic stress may lead to a burnout, which is characterized by emotional exhaustion, feeling of low accomplishment and depersonalization of students.

Firman (1992) stated that academic stress is anything that imposes an extra demand on a person's ability to cope, often with something that is new and different in academics.

Carveth et al. (1996) Academic stress is the student's perception of the extensive knowledge base required and the perception of inadequate time to develop it.

Erkutlu and Chafra (2006) opine that the pressure to perform well in the examination or test is Academic stress.

Wilks (2008) is of view that academic stress is the product of a combination of academic-related demands that exceeds adaptive resources available to an individual.

SELF CONFIDENCE

Self-confidence is not just one thing. It means different thing to different people. Some define it as 'trust or firm belief in self' while some refer to it as 'self-reliance' and some others equate with 'boldness'. Self confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self confident people trust their own abilities have a general sense of control in their lives, and believe that, within reason, they will be able to do what wish, plan, and expect. Two main things contribute to self-confidence: self-efficiency and self-esteem. Self-esteem refers to general feelings of self-worth or self-value whereas Self-efficacy is belief in one's capacity to succeed at tasks. Self-efficacy according to Neill (2005) can be general or specific where general self-efficacy refers to beliefs about one's ability to perform specific tasks in certain things. Self-efficacy is also sometimes used to refer to situation specific self-confidence as academic self-confidence.

Besavanna (1975) opined that Self Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Sieler (1998) stated that Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in.

Cox (2001) defined Self-confidence as a belief in yourself and abilities, a mental attitude of transiting or relying on yourself.

Neil (2005) stated that Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Rubio (2007) stated that self confidence is a feeling of self competence required to handle basic problems in life and be happy.

JUSTIFICATION OF THE STUDY

Self Confidence is related with success in general and academic achievement particular. A confident attitude, a belief and a faith in one's capacities and ideals are essentials for success. Self-confidence grows with success but upon entering Secondary education stage, students in addition to physical, psychological and emotional changes, often encounter higher levels



of competition, and rigid academic achievements. Academic demands and the complexity of the school structure make the task of academic success more difficult for students resulting in stress in them leading to lowering the level of confidence. Many a times, dedicate students show lack of interest in studies due lesser confidence to face the tough situations. This results in lack of concentration, attention, recall, procrastination, improper study habits and subsequently educational reduction. Subsequently, children constantly feel over – loaded with academic stress at all stages. Many researchers have studied academic stress in relation to various variables but since self confidence is the prime factor that can be helpful in overcoming all kinds of stress and difficulties in life, the investigator therefore felt necessary to study academic stress in relation to Self-confidence in secondary school students.

OBJECTIVES OF THE STUDY

1. To study and compare Academic stress in students in Government and Private Schools.
2. To study and compare Academic stress in male students in Government and private Schools.
3. To study and compare Academic stress in female students in Government and Private Schools.
4. To find out relationship between Academic stress and Self Confidence of Students of both Government and Private Schools.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in Academic stress in the students in Government and Private Schools.
2. There will be no significant difference in Academic stress in the male students of Government and Private Schools.
3. There will be no significant difference in Academic stress in the female students of Government and Private schools.
4. There will be no significant relationship between Academic stress and Self Confidence of Students of both Government and Private Schools.

DELIMITATIONS OF THE STUDY

1. The study will be delimited to 200 (100 male and 100 female) students of IX standard.
2. The study will be conducted on students studying in Government and Private Schools of Jhajjar (District) only.

Review of Literature

Grover, J (2011) conducted study on topic entitled ‘A Study of Impact of Parental Involvement and Teacher-Taught Relationship on Academic Stress’ and found that the students with high parental involvement scored low on academic stress as compared to students with low parental involvement. Similarly, the students with high teacher-taught relations scored low on academic stress.



Panday and Deshpande (2012) in their research entitled ‘A study on Impact of Academic Stress on MBA Students of Gujarat Technological University’ concluded that stress in academic institutions can have both positive and negative consequences if not well managed. Lal, K. (2013) in his study, ‘Academic stress among Adolescent in relation to Intelligence and Demographic Factors’ found that there exists no significant difference in academic stress of average and low I.Q. students, male and female students, rural and urban institution students and Government and Private senior secondary school students.

Kumari, S. et al. (2014) in her study, ‘Level of Stress and Coping Strategies among Adolescents’ found that there was a high prevalence of stress in academic area among secondary school students.

Singh, N. (2014) in his work, ‘Study of Academic Stress in School Students in relation to their Self-Esteem’ found that there is significant difference in the level of academic stress students in govt and private school student but there is insignificant difference in the level of academic stress in male and female school students.

Goel and Aggarwal (2012) in their research entitled, ‘A Comparative Study of Self Confidence of Single Child and Child with Sibling.’ Revealed that the children with sibling have more self-confident than single children. There is significant negative relationship between sense of alienation and lack of self-confidence.

Mohammad, S. (2012) did study entitled, ‘The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course.’ The results revealed a positive, significant correlation between general self-confidence and academic achievement.

Verma (2014) in his study, ‘Relationship between Self Confidence & Sports Achievement of Post Graduate Students of Knipss, Sultanpur (U.P.)’ concluded that there was a positive relationship between self-confidence and sports achievements of the students. It is concluded that sports achievement improve through self-confidence.

Tomer and Agrawal (2014) did study, ‘Effect of Parental Deprivation on Self Confidence of Students. The results revealed that parental deprivation and gender significantly affect the self-confidence of students. Males have higher self confidence than the females.

Bisht and Mishra (2015) in their research, ‘ A Study of Aggression and self Confidence among the different Disciplines of College Students’ found that the male students of science stream are more aggressive than Physical Education and Commerce students and also that male students of Physical Education stream have more Self-confidence than students of other streams.

METHODOLOGY

In the present study, Descriptive survey method was employed

SAMPLE



In over to achieve the objective stated earlier and to test the corresponding hypotheses, district Jhajjar, Haryana state was planned.

VARIABLES

Academic, Stress and Self Confidence, Private and Government Schools

TOOLS USED

- Academic stress scale developed and standardized by Bisht; & Agnihotri.
- Self confidence inventory developed and standardized by Gupta

STATISTICAL TECHNIQUES USED

The statistical techniques were employed to concise picture of the data, so that it can be easily comprehend . It was employed to test the hypotheses in the study. Mean, S.D., S.Em , t-value and coefficient of correlation were calculated in the present study.

ANALYSIS AND INTERPRETATION

Hypothesis no. 1. There will be no significant difference in academic stress of secondary school students in government and private schools.

Table 1: Mean, S.D., S.Ed, z-value of Academic stress in the students in Government and Private Schools.

Group	N	M	S.D	SEd	z-value	Level of significance
Government School Students	100	68.09	9.76	1.38	4.57	Significant at .01 level
Private School Students	100	77.30	10.34	1.46		

Table.1 the mean scores of the variable of academic stress of secondary school students in government and private schools as 68.09 and 77.30 respectively. The z-ratation is calculated as 4.58 with df-198 which is significant at 0.01 level. This reveals that a significant difference exists between academic stress of secondary school student in government and private schools. Hence, hypothesis 1 ‘There will be no significant difference in academic stress of secondary school students in government and private schools,’ is rejected. It may conclude that private school students are more academic stressed than government school students.

Hypothesis 2. There will be no significant difference in academic stress of male secondary school students in government and private schools.

Table 2: Mean, S.D., S.ED, z-value of Academic stress in the male students of Government and Private Schools.



Group	N	M	S.D	SEd	z-value	Level of significance
Male from Govt. Schools	50	63.13	4.92	0.98	3.48	Significant at .01 level
Male from Pvt. Schools	50	70.97	10.09	2.02		

Table 2 Shows that the mean scores of the variable of academic stress of male secondary school students from government and private schools as 63.13 and 70.97 respectively. The z-ratio is calculated as 3.49 with df 98 which is significant at 0.01 level. This reveals that a significant difference exists between mean scores of the variable of academic stress of male secondary school students from government and private schools. Hence hypothesis 2 stating that ‘There will be no significant difference in academic stress of male secondary school students in government and private schools,’ is rejected. It may conclude that male students of private schools are more academic stressed than male government school students.

Hypothesis 3. ‘There will be no significant difference in academic stress of female secondary school students in government and private schools,’ is rejected.

Table 3: Mean, S.D., S.Ed, z-value of Academic stress in the female Students of Government and Private Schools.

Group	N	M	S.D	SEm	z-value	Level of Significance
Female students from Govt. Schools	50	73.04	10.91	2.18	4.28	Significance at .01 Level
Female students from pvt. Schools	50	83.63	5.75	1.15		

Table 3 shows that the mean scores of the variable of academic stress of female secondary school students from government and private schools as 73.04 and 83.63 respectively. The z-ratio is calculated as 4.29 with df. 98 which is significant at 0.01 level of confidence. This reveals that a significant difference exists between academic stress of female secondary school students from government and private schools. Hence, hypothesis 3 stating that ‘There will be no significant difference in academic stress of female secondary school students in government and private schools,’ is rejected. It may conclude that female students of private schools are more academic stressed than female government school students.

COEFFICIENT OF CORRECTION



As the present study is intended to find out the relationship between academic stress and self-confidence of secondary school students, Pearson’s Product Moment correlation technique was employed.

Table 4.7” Showing Coefficient of Correlation between Academic stress and Self-confidence of Secondary school students.

Group	N	Variable	r	Level of Significance
Total Secondary School students	200	Academic stress	-0.65	Sig. at .01
		Self-confidence		
Male Secondary School students	100	Academic stress	-0.66	Sig. at .01
		Self-confidence		
Female Secondary school Students	100	Academic stress	-0.47	Sig. at .01
		Self-confidence		

Table 4.7 shows that:

1. The coefficient of correlation between academic stress and self-confidence of secondary school students as -0.66 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of secondary school students. Therefore, hypothesis 7 stating, **‘There will be no significant relationship between academic stress and self-confidence of secondary school students’ stands rejected.**
2. The coefficient of correlation between academic stress and self-confidence of male secondary school students as -0.66 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of male secondary school students. Therefore, hypothesis 8 stating, **‘There will no significant between academic stress and self-confidence of male secondary school students’ stands rejected.**
3. The coefficient of correlation between academic stress and self-confidence of female secondary school students as -0.48 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of male secondary school students. Therefore, hypothesis 9 stating, **There will be no significant relationship between academic stress and self-confidence of female secondary school students, stands rejected.**

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