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Comparative Study to Assess the Academic Stress and Self Esteem among School Going Children of both Urban Rural Areas of Bagalkot

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ABSTRACT

Background: Stress has presented difficult issues for youngsters. It has an immediate bearing on their academic life. Children need good mental and physical well-being to act in their academic achievement more readily. Academic stress is a significant wellspring of stress among children and may affect children's self-esteem.

Methods: A descriptive comparative research design was used for the study and was conducted on 100 students using a non-probability sampling technique from selected rural and urban school children. Data was collected by using Rosenberg's Self-esteem and Inventory version 4 academic stress scales.

Results: The study shows 84% of urban children average self-esteem. 98% of rural children had average self-esteem. Also, a total 16% of urban children had high academic stress. But no rural children had high academic stress. The obtained r-value was (-0.1125) and (-0.0177); hence, we found a negative correlation between academic stress and self-esteem among urban and rural children. There was a significant difference in academic stress and self-esteem among urban and rural children.

Conclusion: The study concluded that there is a negative correlation between academic stress and self-esteem among urban and rural children. Comparison of academic stress and self-esteem among rural and urban children having a significant difference.

Key-words: Academic stress, comparative, Rural children Selected schools, Self-esteem, Urban children

INTRODUCTION

Stress is an unpleasant state of emotional and physiological arousal that individuals experience in situations they perceive as threatening their well-being [1]. Stress has become part of student's academic life due to the various internal and external expectations placed upon their shoulders.

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Stress has posed serious problems for children. It has a direct bearing on the academic achievement of adolescents. Adolescents need good mental and physical health to perform better academically.[2] Mental distress concerning some anticipated frustrations is associated with academic failure and the possibility of such other failures [3].

Academic matters are the most important sources of chronic and sporadic stress for young people in both Western and Asian countries and have significant associations with mental health problems, such as depression, anxiety, and suicidal ideation.[4]

Self-esteem is confidence in one's capacity to achieve values. Self-esteem is a positive or negative orientation towards oneself. Self-esteem is a positive or negative

orientation towards oneself, an overall evaluation of one's worth or value.[5]

High self-esteem is associated with satisfactory interpersonal relationships, such as security and closeness, and appropriate coping strategies. Conversely, low self-esteem is related to depression and anxiety disorder.[6]

The academic environment is a complex concept and multiple factors contribute to building an educational climate. Literature reveals that academic climate perception can impact many aspects of a student like stress, self-esteem, and change in overall personality. It has been reported that a positive and supportive educational environment is crucial for easy adjustment and transition to a new climate.[7] A positive academic environment, family support, financial services, and a positive self-attitude significantly impacted academic success. A suitable change in the academic environment helps to change academic performance, self-esteem, and motivational level of academic self-efficacy.[8]

Academic stress is the major source of stress among adolescents and may lead to low self-esteem. Many psychological problems, such as depression and suicide, result from low self-esteem. The main stress sources of children during primary and secondary education can be summarised as Parental pressure, interpersonal difficulties between the family and adolescent, and physical and mental health problems [9].

MATERIALS AND METHODS

Research Approach- A descriptive comparative approach was used to assess academic stress and self-esteem among orphans and compare the variables among urban and rural school children. Data was collected using Rosenberg's Self-esteem and Inventory version 4 academic stress scales.

Data collection- Data collection is gathering information relevant to the research problem**.** The data regarding academic stress and self-esteem of children was collected from children residing in high schools in rural and urban areas of Bagalkot. Prior permission was obtained from the headteachers of each school of Bagalkot and consent from all the children for their participation in the present study. Then researcher collected the database on their availability i.e. after 4 pm every day.

Research Design-The Research Design adopted for the present study was a Non-experimental descriptive research design.

Sample Size- In the present study, researchers have selected 100 children (50 from urban and 50 from rural schools) residing in the Bagalkot district.

Sampling Technique- Non-probability sampling technique

Inclusion Criteria

- Who can read and write Kannada.
- Who is available at the time of data collection.
- Who is willing to participate in the study.

Exclusion criteria

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

Tool/Instrument- The tools used in the present study were the Rosenberg Self-esteem scale for self-esteem assessment and the Inventory version 4 academic stress scale used to assess the academic stress of children.

PART I: Demographic data of children- It includes 10 variables- age, sex, religion, type of family, year of studying, family monthly income, educational status of the father, educational status of the mother, number of siblings, percentage in last year.

PART II: Rosenberg's Self-esteem Scale (RSES)- This is one of the standard scales for the self-esteem assessment, the scale consists of 10 items with 4 points ranging from strongly disagree to strongly agree. The scale consists of LPS 10 & MPS 40. A higher score indicates higher self-esteem (Table 1).

Table 1: Scoring–Self Esteem

Level of self esteem	Range of score
Low Self esteem	10-20
Average Self esteem	21-30
High Self esteem	31-40

PART III: WHO's Pediatric Academic Stress Inventory (PEDs AS 4.0)- This is a standard scale for the assessment of academic stress of children. The scale consists of 20 items with 5 points ranging from No academic stress to extreme academic stress. A higher score indicates higher academic stress (Table 2).

Table 2: Scoring–academic stress

Level of academic stress	Range of score
No academic stress	1-20
Slight academic stress	21-40
Moderate academic stress	41-60
High academic stress	61-80

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. Written informed consent was obtained from each participant.

RESULTS

Description of socio-demographic variables of adolescents- The majority of urban children age belongs to 15 years ago 16%,16 years ago 84%, Male children 56%, Female children 44%, Hindu religion is 88%, Muslim religion 12%, Type of Family in Nuclear 72%, Joint 28%, year of studying 100% were in 10th, Family monthly income below 5000 was 14%, 5000-10000 were 24%, 10000-15000 were 18% more than 15000 were 44%, Educational status of Father in no formal education 4%, primary 10%, SSLC 10%, PUC 38%, Degree and above 38%, Educational status of mother no formal education 12%, primary 10%, SSLC 22%, PUC 24%, Degree and above 26%, and number of siblings 40% children had 1 sibling,44% children have 2 siblings,16% children have 3 siblings following percentage in last year 28% children scored <75% and 72% children scored >75%. The majority of Rural children age belong to 14 year age children 36%, 15 years age 62%,16 year age2 %, Male children are 50%, Female children are 50%, Hindu religion is 96%, Muslim Religion 4%, Type of Family in nuclear 52%, Joint 48%, year of studying 100%are in 9th, Family monthly income below 5000 are 56%, 5000-10000 are 22%, 10000-15000 were 6% more than 15000 were 16%, Educational status of Father in no formal education 28%, primary 32%, SSLC 22%, PUC 10%, Degree, and above 8%, Educational status of mother no formal education 44%, primary 42%, SSLC 10%, PUC 4%, number of siblings 42% children had 1 sibling,32% children have 2 siblings,26% children have 3 siblings following percentage in last year 62% children scored <75% and 38% children scored >75%.

Assessment of the self-esteem of children by using the Rosenberg Self-esteem Scale- Urban children, according to their self-esteem, show that 12% of children had low self-esteem. Following this, 84% had average self-esteem and only 4% had high self-esteem (Table 3).

Table 3: Frequency and percentage distribution of self-esteem among urban children

Range of scores	Level of self esteem	Frequency	%
31-40	Low Self esteem	2	4
21-30	Average Self esteem	42	84
10-20	High Self--esteem	6	12

%= Percentage

According to their self-esteem, urban children show that 2%children had low self-esteem. Following this 84% had average self-esteem and only 12% had high self-esteem. According to their self-esteem, rural children show that 2%children had low self-esteem. Following this, 98% had average self-esteem and only 0% had high self-esteem (Table 4).

Table 4: Frequency and percentage distribution of self-esteem among rural children

Range of scores	Level of self esteem	Frequency	%
31-40	Low Self esteem	1	2
21-30	Average Self esteem	49	98
10-20	High Self estseem	0	0

Percentage distribution of urban children according to their academic stress reveals that 32% of children had slight stress, 52% had moderate stress, and 16% had high stress (Table 5).

Table 5: Frequency and percentage distribution of academic stress among urban children

Range of Score	Academic stress	Frequency	%
1-20	No stress	0	0
21-40	Slight stress	16	32
41-60	Moderate stress	26	52
61-80	High stress	8	16
81-100	Extreme stress	0	0

%= Percentage

The percentage distribution of rural children according to their academic stress reveals that 70% of children had slight stress, and 30% had moderate stress (Table 6).

Table 6: Frequency and percentage distribution of academic stress among rural children

Range of Score	Academic stress	Frequency	%
1-20	No stress	0	0
21-40	Slight stress	35	70
41-60	Moderate stress	15	30
61-80	High stress	0	0
81-100	Extreme stress	0	0

%= Percentage

Calculated chi-square values for the socio-demographic variables like children's age (6.6). Sex of children (1.29), religion (3.03), type of family (1.58), year of studying (0.12), family monthly income (1.35), educational status of father (0.66), educational status of mother (0.08), number of siblings (1.47), percentage in last year education (0.39). The chi-square table value is 3.84. Hence, the Chi-square calculated values are less than the Chi-square table value. This indicates that there was no significant association found between the above-said selected socio-demographic variables with academic stress except for the age of children of urban children ($p<0.05$) (Table 7).

Table 7: Association between academic stress of urban children with their selected socio-demographic variable

Socio-Demographic Variables	Chi-square calculated	Association
Age	6.6	S
Sex	1.29	NS
sReligion	3.03	NS
Type of Family	1.58	NS
Year of studying	0.12	NS
Family monthly income	1.35	NS
Educational status of	0.66	NS
Educational status of Mother	0.08	NS
Number of Siblings	1.47	NS
In last year Education	0.39	NS

DF= 1; Chi-square Table-value= 3.84; S= Significant; NS= No significant

Calculated chi-square values for the socio-demographic variables like children's age of (3.9). Sex of children (2), religion (0.52), type of family (0.32), year of studying (0.12), family monthly income (0.08), educational status of father (0.08), educational status of mother (0), number of siblings (0.008), percentage in last year education (2.82).

The chi-square table value is 3.84. Hence, the Chi-square calculated values are less than the Chi-square table value. This indicates that there was no significant association found between the above-said selected socio-demographic variables with academic stress of rural children except the age of children ($p<0.05$) (Table 8).

Table 8: Association between academic stress of rural children with their selected socio-demographic variable

Socio-Demographic variables	Chi-square calculated value	Association
Age	3.9	S
Sex	2	NS
Religion	0.52	NS
Type of Family	0.32	NS
Year of studying	0.12	NS
Family monthly income	0.08	NS
Educational status of Father	0.08	NS
Educational status of Mother	0	NS
Number of Siblings	0.00	NS
%In last year Education	2.82	NS

DF= 1; Chi-square Table-value= 3.84; S= Significant; NS= No significant

The calculated chi-square values for the socio-demographic variables of rural children like age of children is (0.46), sex of children (0.099), religion (3.11), type of family (1.17), year of studying (0.50), family monthly income (0.102), educational status of a father (0.09), educational status of mother (0.08), number of siblings (0.77), percentage in last year education (0.043). The chi-square table value is 3.84. This indicates that there was a significant association found between the above-said selected socio-demographic variables and with self and self-esteem of rural children ($p<0.05$) (Table 9).

Table 9: Association between self-esteem of rural children with their selected socio-demographic variable

S. No.	Socio-Demographic variables	Chi-square calculated value
1	Age	0.46
2	Sex	0.09
3	Religion	3.11
4	Type of Family	1.17
5	Year of studying	0.50
6	Family monthly income	0.10
7	Educational status of Father	0.09
8	Educational status of Mother	0.08
9	Number of Siblings	0.77
10	In last year Education (%)	0.04

DF= 1; Chi-square table value= 3.84, *No significance

Chi-square values for the socio-demographic variables like the age of children that is (2.78), sex of children (2.13), religion (0.29), year of studying (0.04), children's type of family (5.50), family monthly income (0.45), educational status of father (0.01), educational status of mother (0.03), number of siblings (2.80), percentage in last year education (0.03). The chi-square table value is 3.84. This indicates that there was no significant association found between the above-said selected socio-demographic variables and the self-esteem of urban children except for the type of family ($p<0.05$) (Table 10).

Table 10: Association between self-esteem of urban children with their selected socio-demographic variable

S.No	Socio-Demographic variables	Chi-square calculated value
1	Age	2.78
2	Sex	2.13
3	Religion	0.29
4	Type of Family	5.50
5	Year of studying	0.04
6	Family monthly income	0.45
7	Educational status of Father	0.01
8	Educational status of Mother	0.03
9	Number of Siblings	2.80

10	In last year education (%)	0.03

DF= 1; Chi-square table value= 3.84, *No significance

The r-value obtained from urban children was -0.1125. Hence, the negative correlation between academic stress and self-esteem among urban children is found to be statistically significant (0.03) p<0.05 (Table 11).

Table 11: Co-relation between academic stress and self-esteem of urban children

Group (urban)	Mean	correlation coefficient (r)	p-value
Academic stress	28.14	-0.11	0.03
Self-esteem	47.28		

The r-value obtained for rural children was -0.0177. Hence, the negative correlation between academic stress and self-esteem among rural children is found to be statistically significant (0.006) p<0.05 (Table 12).

Table 12: Co-relation between academic stress and self-esteem of rural children

Group (Rural)	mean	correlation coefficient (r)	p-value
Academic stress	27.24	-0.01	0.00
Self esteem	36.72		

The comparison of self-esteem in urban and rural children group p-value is 0.068. hence calculated z value (-1.83). Statistical significance was calculated using the z-test. Hence, the calculated z value is within the probability curve. Thus, both urban and rural children significantly differ in self-esteem (Table 13).

Table 13: Comparison of self-esteem among rural and urban children

Group	Mean	Z-value	p-value
Urban children	55.73	-1.83	0.06s
Rural children	45.27		

The above table shows the comparison of academic stress on urban and rural children group p-value is 0.00. hence calculated t value (5.63) >t-value (1.96) at df 98. Statistical significance was calculated using the student's independent t-test. Thus, urban and rural children significantly differ in academic stress (Table 14).

Table 14: Comparison of academic stress among rural and urban children

Group	Mean	Std. Dev	SE	Mean difference	T-value	p-value
Urban children	47.28	11.41	1.87	10.56	5.63	0.00
Rural children	36.72	6.75				

DISCUSSION

The present study was designed to assess and compare academic stress and self-esteem among rural and urban children at Navanagar Bagalkot. In our study, Urban children, according to their self-esteem, show that 12% of children had low self-esteem. Following this, 84% had average self-esteem and only 4% had high self-esteem. According to their self-esteem, rural children show that 0% of children had low self-esteem. Following this, 98% had average self-esteem, and only 2% had high self-esteem. Assessment of the academic stress of urban children reveals that 32% of children had slight stress, 52% had moderate stress, and 16% had high stress. And 70% of rural children had slight stress, and 30 % had moderate stress.

This study shows a significant association between the self-esteem of urban children and type of family, p<0.05. academic stress of urban children and age (6.6), and academic stress of rural children and age (3.9).

The correlation between academic stress & self-esteem among rural & urban children's r value is (-0.1125 & -0.0177), respectively. Hence, the negative correlation between academic stress and self-esteem among rural children is statistically significant p(0.006)<0.05.

The comparison of self-esteem in urban and rural children group p-value is 0.068 calculated z-value (-1.83). Thus, both urban and rural children have no significant difference in self-esteem.

Comparison of academic stress on urban and rural children groups using the student's independent t-test. hence calculated t value (5.63)>t-value (1.96) at df=98. Thus, both urban and rural children have significant differences in academic stress.

The present study supports the findings of a study conducted by Taragar in Dharwad taluk among 538 students. Study results showed that 69.00 %, 15.60 %, and 15.40 % of the students experienced high, moderate, and low stress, respectively.[10]

A study was conducted in China among 27,343 college students. About 23% and 91% of students perceived high academic stress and suffered from at least one negative learning event during the past six months. Perceived academic stress was associated with increased risk of undergraduates (OR = 1.05, 95% CI: 1.01–1.09) [11]

A cross-sectional study was carried out among children of 10-19 yr among 507 children. The total mean self-esteem score for all respondents is 15.77±2.769. Low self-esteem was observed in 3.6% of the respondents, with 4.3% of females and 2.5% of males. Low self-esteem was more common among female respondents in all age ranges.[12]

This study investigated the sources and stress levels in relation to locus of control and self-esteem in university students. The results indicated that examination results were the highest stress causes in students, followed by studying for exams, too much to do and the amount to learn, respectively. [13]

A similar study identified academic stress and self-esteem among higher secondary school students in selected private schools of the Udupi district. The study found that 80.2% of students have moderate stress, 13.5% have mild stress, and 6.2% have severe stress. Among the subjects, 82.3% had normal self-esteem, and 6.2% had low self-esteem. A significant but low negative relationship was found between academic stress and self-esteem.[14]

A similar study shows that the mean scores of the stress variable of urban and rural school-going children are 117.18 and 105.20, respectively. The t-ratio is calculated as 4.69 with df=198, which is significant at 0.01. This revealed a significant difference between the mean scores of the stress variable of urban and rural school-going children. [15]

A similar study by Pinki *et al*. [16] finds that the maximum number of respondents had a moderate level of academic stress and found significant differences in both rural and urban areas. Data regarding self-esteem found that maximum respondents had a positive level of self-esteem followed by a balanced level, and self-esteem was significantly and negatively correlated with academic stress.

As far as self-esteem is concerned, results revealed that a greater percentage of respondents (56%) had a positive level of self-esteem, followed by a balanced level (23%) in the total sample. Results highlighted that 13.5% of rural respondents had positive self-esteem levels, against 14.5% in urban areas. The present study shows that 4% of urban and 2% of rural children have high self-esteem.[17]

Similar research findings reveal a significant difference in self-esteem between urban and rural adolescents. Self-esteem in urban adolescents' mean (5.9) was greater than in rural adolescents' mean (3.4). The calculated 't' value is 13.4, greater than the table value of 2.02 and highly significant at p=0.0001. In the present study, self-esteem in urban adolescents' mean (55.73) was greater than rural adolescents' mean (45.92), as the calculated 't' value is greater than the table value.[18]

A similar correlational study was conducted on 40 govt school students. The mean score of academic stress was 46.4, SD 2.17, and self-esteem was 12.3 and SD 4.15. The calculated r value is -0.585. The result proved that the study is significant but has a negative correlation between academic stress and self-esteem. [19]

One meta-analysis study conducted among formal school students (preschool to secondary) reported the average correlation between global self-concept and academic achievement was between 0.12 and 0.27. [20]

CONCLUSIONS

Since the findings of this study, the following conclusions were drawn. The study reveals that rural children have more self-esteem (98%) than urban children (84%) and urban children face more academic stress (16% high stress) than rural children (0%). The study findings also show a negative correlation between academic stress and self-esteem among urban and rural children. The comparison of self-esteem in both urban and rural children has no significant difference. Comparison of academic stress among rural and urban children have significant differences.

The experience of many stresses in children affects their self-esteem. Thus, parents, teachers and counsellors must pay special attention to the child. Caretakers of children should focus not only on the immediate pain of stressful experiences but also its potential damage to

self-esteem. Nursing personnel were challenged to educate parents and teachers about stressors and their effects on children.

CONTRIBUTION OF AUTHORS

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