SELF ESTEEM AND ANXIETY: A CORRELATIONAL STUDY AMONG STUDENTS OF PRIVATE AND GOVERNMENT SCHOOLS

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Abstract

Pupils in school deal with a variety of issues, and when they can't handle these issues, anxiety sets in. An uncomfortable sensation of uncertainty about the future that may be transient or prolonged is what is often understood as anxiety. Research has repeatedly shown that school-age children who experience extreme anxiety and low self-esteem are more likely to attempt suicide. This study mainly focuses on self-esteem and anxiety of private and government school students. For this, purpose 80 private school students and 80 government school students of Bihar were purposively selected and they were administered Rosenberg Self-Esteem Scale and Sinha Anxiety Scale. The Pearson's product moment were applied to analyze the data. The results as follows: A significant negative relationship between self-esteem and anxiety of private school students was obtained. A significant negative relationship between self-esteem and stress of government school students was work out. The study aims in making the students and their parents to aware of the various stressors and the different coping strategies that can help them deal with the stressors in a better way, and thus maintaining their self-esteem. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words: Self-esteem, Anxiety, Private and Government school students

INTRODUCTION:

The changing life style and competitive environment have increased so many problems, in which anxiety and self-esteem are found the most common psychological consequences in school going children and adolescent. There were so many physical, psychological changes occurred in this stage and due to this reasons students have faced so many challenges and sometimes they feel

anxiety and self-esteem. The purpose of this research is to assess the comparison of anxiety and self-esteem of government and private high school children**.** Anxiety and self-esteem can be a big problem among adolescent and high school students and which may cause some other psychological problems. Students of all academic achievement levels suffer mostly from academic anxiety and self-esteem. This problem has been mostly found in very high amounts among private school students. The reason behind these findings is that in private school students have faces so many tests, grades, studying self imposed need to succeed, high expectation settled by parents, competition with classmates, etc. and the pressure of fulfilling these tasks become more anxious to the students. These problems are found in very less amount among government school student.

SELF-ESTEEM: MEANING AND CONCEPT

The personal identity of an individual lies in his/her sense of self. The word self refers to the conscious awareness of an individual about his/her own identity and the environment as well. Self-concept refers to the knowledge that people have about their attributes. Self-concept helps one to see oneself as a different entity in this world. This knowledge of the self contributes to self-esteem. Self-esteem refers to the way one feels about oneself, or how one evaluates one's self-concept. The evaluation of the self depends upon one's life experiences and the perceived or real reactions from other people. Thus, self-esteem can be defined as a personality variable that evaluates the self and is related to personal beliefs about skills, abilities, interpersonal relationships, and future outcomes.

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered as a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004).

Coopersmith (1981) defined self-esteem as a global construct of self evaluation. According to him, self-esteem can be described as subjective expression and behavioural manifestation. Further, Coopersmith stated that there are two types of self-esteem- true self-esteem and defensive self-esteem. People with true self-esteem consider themselves worthy while those with defensive self-esteem feel unworthy but don't allow their thoughts about themselves to influence their behaviour.

According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a "favourable or unfavourable attitude toward the self".

(Rosenberg, 1965) has defined self-esteem corresponds to a deep sense of self-competence which possesses the conviction that an individual is generally capable of producing the desired results, holding the confidence in the efficacy of mind and the ability to think, as well as to make appropriate choices and decisions, when the need arises for the same. It is the cognitive framework through which we value ourselves; it is through this framework that we perceive the personal values and how they correspond to the world. It affects the trust in others, relationships and professional life. Almost every part of our life concerns self-esteem. Positive self-esteem gives a person strength and flexibility to take charge of life and grow from the mistakes without the fear of rejection. There have been numerous attempts to define self-esteem which have ranged from a special emphasis on primitive libidinal impulses (Kernberg, 1975), to the perception that an individual is a valuable member of the meaningful universe (Solomon, Greenberg, & Pyszczynski, 1991).

Argyle (2008) highlighted four major factors that influence self-esteem.

i. The Reaction of others: If people admire us, flatter us, seek out our company, listen attentively and agree with us we tend to develop a positive self-image. If they avoid or neglect us, tell things which we don't want to hear, we develop a negative self-image.

ii. ii. Comparison with Others: If the people we compare ourselves with (our reference group) appear to be more successful, happier, richer, better looking than ourselves we tend to develop a negative self-image and if they are less successful than us our image will be positive.

iii. iii. Social Roles: Social roles play an important role in the development of self-esteem. Some roles are prestigious e.g. doctor, airline pilot, or any other dignitary role. These roles promote self-esteem. Other roles carry stigma. e.g. prisoner, mental hospital patient, refuses collector or unemployed person, lead to low self- esteem.

iv. iv.Identification: Roles aren't just "out there." They also become part of our personality i.e. we identify with the positions we occupy, the roles we play and the groups we belong to.

ANXIETY: MEANING AND CONCEPT

The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure."

Anxiety is the body's response to stress and fear. For example, going to a job interview or first day of school/ college, addressing a broad audience, and so on, may cause most people to feel fearful and nervous. Anxiety is an unpleasant experience of uncertainly about the future. It may differ from fear in various ways. Fear is an instant feeling of present threat that is objective while anxiety persists a sense of uncertain event which might yet to happen. Anxiety is a cause of unpleasant experience in childhood or unconscious memories and trauma.

Anxiety is subjective. It depends on the situation or circumstances that an individual is experiencing. It varies from person to person. People experience the feeling of worry and fear, panic attacks, and feel out of control. Many symptoms of anxiety don't happen to everyone, and they change over time. Symptoms of anxiety include rapid breathing, difficulty falling asleep, restlessness, increased heart rate, trouble concentrating, muscle tension, irritability, nervousness, muscle tension, sweating, dizziness, jitteriness, headache, stomachache, and panic.

Anxiety is considered normal up to optimal level, but if the feeling of anxiety is extreme, lasts for longer than six months, and is interfering with daily activities of life, than it is considered that an individual may have an anxiety disorder. To reduce the level of anxiety, there is a need to alter lifestyle. This includes meditation, a healthy diet, exercising, avoiding alcohol and caffeine, enough sleep, and quitting smoking.

Anxiety among teenagers leads to unusual behavior; it includes shyness, isolationist behavior, nervousness, and avoidance. As a result, they perform poorly in academics, skip social platform, act out, and engage in alcohol and substance abuse. Being adolescence, there are many reasons to be anxious as the person is in a crucial stage of his/ her life. They are going through lots of changes, learning and exploring new things. Adolescences are in constant pressure to perform well and succeed in their academic, social, and personal life. They have to fulfill the expectations of teachers, parents and make their unique identity in the peer group.

Anxiety-related to academics increases if the student's academic performance suffers (Huberty, 2009). Mostly class is comprised of students with social and academic anxiety. Students with social anxiety are unable to seek help and perform group tasks that lead to affect academic performance. Social anxiety goes along with academic anxiety. With the help of an adequate

support from teachers and parents, it can be reduced. Teaching student's self-regulation can increase academic performance and reduce anxiety (Ader & Erktin, 2010). Each student is different, so it is important to identify multiple methods for coping with anxiety, which would be more beneficial for students. Early detection of problem is better so that further issues related to anxiety can be avoided.

Nelson and Harwood (2011) stated that students with learning disabilities face more anxiety than general education students. Further, they said an individual with anxiety have difficulty in storing and retrieving information. Students face study anxiety, exam anxiety, test anxiety, language anxiety, math anxiety, social anxiety, presentation anxiety, library anxiety, and family factors.

Study anxiety comes from the earlier experiences that an individual carries from past academic performance. This interferes with student's performance. If past performance is up to the mark, then students face low study anxiety. Exam and test anxiety is experienced by students before, during, and after exam or test. High anxiety can create a negative mind frame, block thoughts, and results in poor performance. Language anxiety is situation-specific anxiety and is experienced in a particular foreign language context (zheng, 2008). Studies showed students with low anxiety performed well compared to students with high anxiety in a foreign language class. Students who have high level anxiety made different types of grammatical errors, difficult speeches, or personal interaction in a foreign language than low-level anxiety. Math's anxiety, students with high anxiety simply avoid tasks related to mathematic. Studies showed that low mathematic achievement is related to high anxiety, but prior high math anxiety hardly related to low math achievement (Ma & Xu, 2004). Usually, students with the strong mathematic background are less anxious than the weak mathematics background. Social anxiety varies among students (Cooley, 2007). Social life has a great impact on academics. The problematic or easy relationship with friends, peers, roommates, hostel mates, collages, and teachers influences performance. Family factors also play roles, such as family issues, childhood experience, parents' divorce, and lack of appreciation that affect academic performance. Presentation anxiety is related to performing in front of the class, group, and lecturers are difficult for some of the students. Public speaking can unsettle or even frighten them. Mellon (1986) used the term library anxiety. The theory of library anxiety proposes that when students are confronted with the need

to gather information in the library, they become so anxious that they are unable to approach the problem logically and effectively.

RATIONALE OF THE STUDY:

School students face various problems and which in turn lead to anxiety when they are not able to cope up with these problems. Anxiety can be explained in terms anxiety is an unpleasant experience of uncertainly about the future which is temporary or may last for long. It has been found in many studies that severely anxiety and self-esteem of school children are more prone to suicide attempts (Walker J 2005). Anxiety is a normal reaction to certain situations. A mild level of anxiety is normal, but severe anxiety can be a serious problem. Some of the common reasons of anxiety and low self-esteem 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 . 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 sometimes 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 anxiety and low self-esteem may usually cause psychological, physical, and behavioral problems. The literature review opines that though there are various studies conducted on Self esteem and anxiety in colleges and universities level but scanty studies on school going students specifically in Indian context have been conducted. Moreover the differences between self esteem and anxiety of students in Government and Private schools will also ascertain. It is thought that the curriculum and other teaching aspects in two types of school are same but the cultural and curricular facilities often differ in two types of school

The present study would be helpful to society, educational institutions, and students at large the data of research should be widely useful to different sections of society. In the present study students will be taken from Private and Government schools from Bihar to find out the significant difference between anxiety and self-esteem. That is why the present study

endeavoured to examine the anxiety and self-esteem of student of Private and Government schools. The findings of the study are very useful to the students, elders, and teachers. This is the main focus of the study. So, the investigator feels that lowering anxiety and rising of self-esteem of the school students may go a long way in enhancing academic achievement.

OBJECTIVE OF THE STUDY:

The following objectives are formulated for the proposed study:

1. To examine the relationship between self-esteem and anxiety of Private school students
2. To examine the relationship between self-esteem and anxiety of Government school students

HYPOTHESES:

The following hypotheses were formulated to empirically validate the above objectives:

1. There would be significant relationship between self-esteem and anxiety of Private school students
2. There would be significant relationship between self-esteem and anxiety of Government school students

SAMPLE:

The research involved the collection of data from a total of 160 school students from various locations in Bihar. Out of this sample, 80 students were enrolled in private schools, comprising both male and female students, while the remaining 80 were from government schools, including both male and female students. The selected students fell within the age range of 14 to 16 years. To ensure a comprehensive representation, an availability sampling technique will be employed to select the study respondents.

RESEARCH DESIGN:

A correlational design was used in the present study.

TOOLS USED FOR DATA COLLECTION:

There were two tools used for data collection.

1. **Rosenberg Self-Esteem Scale:** (RSE; Rosenberg 1965) is a unidimensional adequate test to measure global self-esteem. It was designed on the pattern of Guttman scale, and the RSE items were designed represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem to statements that are endorsed only by persons with high self-esteem. i Rosenberg (1965) scored his 10-question scale that was presented with four response choices, ranging from strongly agree to strongly disagree, as a six-item Guttman scale. The first item included questions 1 through 3 and received a positive score if two or three of its questions were answered positively. Questions 4 and 5 and questions 9 and 10 were aggregated into two other items that were scored positively, if both questions in the item had positive answers. Questions 6 through 8 counted individually formed the final three items. For the negatively worded RSE questions, responses that expressed disagreement and, hence, were consistent with high self-esteem, were considered positive or endorsed. Five items were reverse scored, items ratings are simimed. Scores of a subject can range from 0-30; higher scores indicate higher self-esteem (Wylie, 1989). Rosenberg (1965) demonstrated that his scale was a Guttman scale by obtaining a high enough reproducibility and scalability coefficients.

(2). SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) BY A.K.R SINHA, L.N.K SINHA

Anxiety test will be used to measure the anxiety level of the students. comprehensive anxiety test was developed by Sinha and Sinha in the year (1995). It measures the comprehensive general anxiety of 90 items in the scale. The coefficient of reliability was determined by using the product moment correlation was 0.85 and by using Spearman Brown formula was 0.92. Both the values ensure a high reliability of the test. The coefficient of validity was 0.62, which is significant beyond 0.01. level of confidence.

PROCEDURE OF DATA COLLECTION

To begin with the research, the researcher contacted the different school of Bihar. Permission was sought from the institute authorities by approaching and explaining details of the study,i.e, purpose and benefits for the students, the institute and the parents. Also verbal consent of the school students regarding data collection was taken and they were assured of confidentiality. Students who were not willing to give information were not forced to do so and were not

included in the sample for the study. First, they were explained briefly about the purpose and the importance of research, which helped in establishing rapport with them. The test were administrated in group on the available and allocated to the researcher. The scales were administered on them one after the other in the same Order. After collecting the relevant data researcher extended thanks to the participants for contributing their valuable time and helping the researcher in her research pursuit.

RESULTS AND DISCUSSION:

Obtained data were analysed with the help of SPSS 20 using different statistical technique and the result are given in the following table along with their interpretation and discussion in this chapter. The data were analyzed and tabled in the light of objectives.

Hypothesis-1: There would be significant relationship between self-esteem and anxiety of Private school students

Hypothesis-2: There would be significant relationship between self-esteem and anxiety of Government school students

Variables	Correlation	Significance level
Self-esteem Anxiety	-0.818	**< .01**

Table no. 1: Results of Correlation between self-esteem **and anxiety score of private school students.**

Variables	Correlation	Significance level
Self-esteem Anxiety	-0.653	**< .01**

Table no. 2: Results of Correlation between self-esteem and anxiety score of government school students.
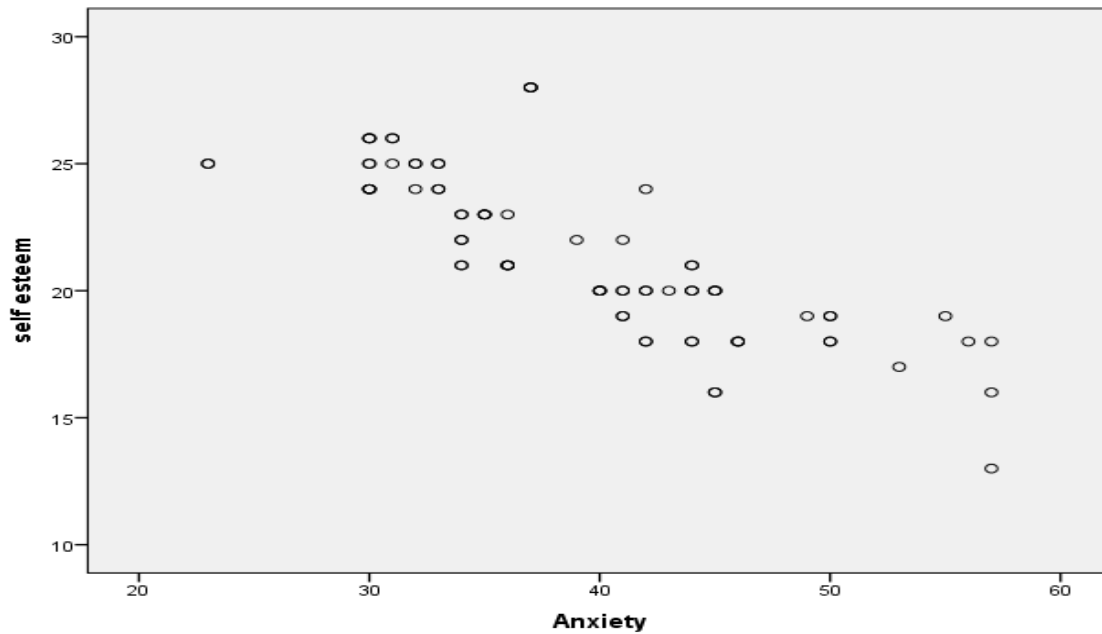
Figure 1: Graphic representation of correlation between self-esteem **and anxiety score of private school students.**
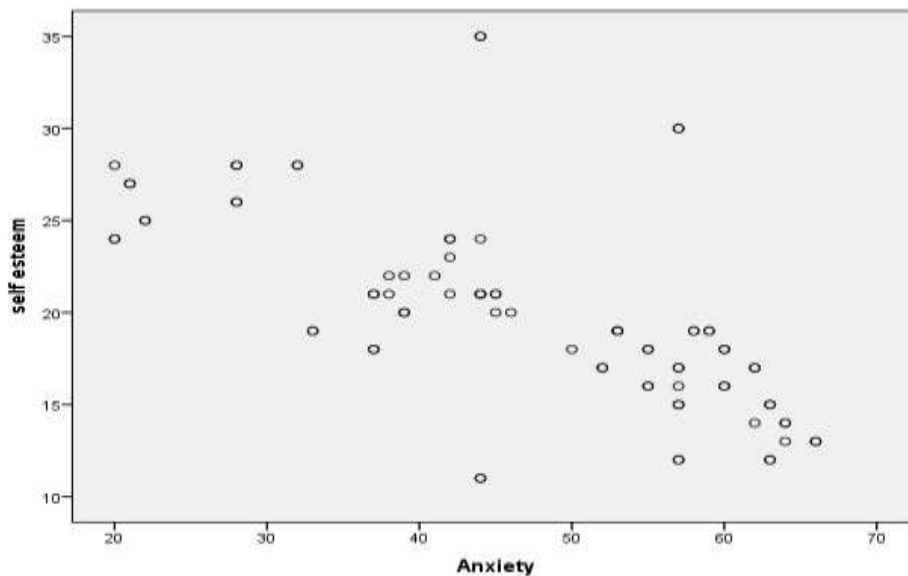

Figure 2: Graphic representation of correlation between self-esteem **and anxiety score of government school students.**

If we look table- 1 we will find that coefficient of correlation between self-esteem and anxiety score of private school students was found as -0.818 which was significant at 0.01 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means will increase the level of self-esteem then will decrease the level of anxiety and vice versa. So, the hypothesis-1 that says that "there would be significant relationship between self-esteem and anxiety of Private school students." was accepted. In the same way a look at table 2 reveals that relationship between between self-esteem and anxiety score of government school students was -0.653 which was significant beyond .01 level of confidence. Thus, hypothesis 2 which states that "there would be significant relationship between self-esteem and anxiety of Government school students " was also accepted by the finding of the study.

Many previous studies indicate that anxiety interferes with other psychological disorders, such as frustration, fear, and low self-esteem. Zoccolillo (1992) reveals the inverse relationship between social anxiety and self-esteem. These results are in line with the results of study conducted by Yousaf and Li (2015) conducted a research on Pakistani sample and reported that people in this culture had a keen desire to belong to others in order to evaluate them favourably. This tendency can be driving force for increasing self-esteem and decreasing self-anxiety. Similarly other studies reported that anxiety negatively correlated with self-esteem. Moreover, their findings revealed that same relationships were found among private and government school students (Lee and Robins ,1998). People with low self-esteem demonstrate lack of confidence, uncertainty, and experience negative feelings and maladjustment more frequently than people with higher self-esteem. Individuals with low self-esteem usually try to blame others for their failures rather than taking responsibility for their own actions (Tracy & Robins, 2003).Ultimately, this results in a tendency to avoid people, new settings and a general social disconnectedness leading to increased rates of social anxiety (Biemans, Halteren, Dijk, Rijckenberg, & Poortinga, 2008).

CONCLUSION & IMPLICATIONS

School students face various problems and which in turn lead to anxiety when they are not able to cope up with these problems. Such anxiety and low self-esteem may usually cause psychological, physical, and behavioral problems. On the other hand, self-esteem is the best mean to reach self-compatibility that helps face failure as well as difficult, different and new social situations. Therefore, the level of self-esteem affects the severity of social anxiety and vice versa. As a result they are caught in difficulties. These factors work adversely on the physical and more frequently on mental health of the adolescents

The present study was undertaken keeping these conditions in mind. Hence, the self-esteem and anxiety and their relations in private and government school students were systematically measured. The relationships of self-esteem and anxiety with each other in both private school students and government school students separately. For this, purpose 80 private school students and 80 government school students of Bihar were purposively selected and they were administered Rosenberg Self-Esteem Scale and Sinha anxiety scale. Pearson's product moment were applied to analyze the data. The results are enumerated as follows:

(1) Significant negative relationship between self-esteem and anxiety private school students was obtained.

(2) Significant negative relationship between self-esteem and anxiety of government school students was obtained.

Thus, all hypotheses related to differences between self-esteem and anxiety were accepted and all hypotheses related to relationship between self-esteem and anxiety were accepted by the findings of the study.

Implication:

Self-esteem is compromised. In such a scenario the first and foremost task of psychologist and researcher is to work out the factors that adversely affect their self-esteem, so that appropriate psychological steps like guidance and counselling can be provided to them. These factors not equally adversely affect both boys and girls. Rather, the pressures are more on boys, as they have pressure of family members.

- Policy makers can make use of the findings of this research work to make policies for the

established at regional/national level focusing on comprehensive psychological assessment and early intervention plan of the betterment of the government school students.

- The study aims in making the adolescents aware of the various stressors and the different coping strategies that can help them deal with the stressors in a better way, and thus maintaining their self-esteem.

- The study is relevant to educational institutions and other organizations, as it can make them aware of the importance of improving self-esteem and reducing anxiety.

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