

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

Dr. Kumud Kumari ^{1*}

ABSTRACT

This study examined self-esteem and academic anxiety in high school youth. A simple random sample of 160 high school students, 80 boys and 80 girls, was taken using the descriptive survey method. The tools to collect the necessary data are Rosen Berg's Self-Esteem Scale and A. K. Singh and A. Academic Anxiety Scale. The statistical methods used to analyze the data were the product moment correlation coefficient and Pearson's t-test. Significant differences in self-esteem were found between adolescent boys and girls, with adolescent boys having higher self-esteem compared to adolescent girls. A significant difference in academic anxiety was also observed between high school boys and girls, with girls having higher levels of academic anxiety than boys. The results also showed a significant negative correlation between self-esteem and academic anxiety.

Keywords: *Self Esteem, Academic Anxiety, Secondary School Students*

Self-esteem combines the cognitive, emotional, and interpersonal dimensions of self-knowledge. Individuals' private assessments of themselves are influenced by their interaction in their social worlds and the emotions entailed with those assessments (satisfaction or pride in oneself, feelings of inadequacy, shame, etc. Rosenberg. M [1965] is one of the first theorists to focus on a sense of worth ("worthiness"), namely, one's value judgments about oneself. In Rosenberg's view, people with high self-esteem tend to value themselves more, while at the same time appreciating others. More than that, Bibring. MD [1953] described depression as the collapse of self-esteem, a state in which the self feels it cannot live up to its aspirations to feel good, worthy, competent, and appreciated by others. Druk. CJ [2013a] defined self-esteem as the belief that an individual is capable of handling daily challenges "worthy of respect". Other authors emphasize the cultural significance of self-esteem, conveying that it is a product of Western individualistic culture rather than being a universal human motivation [Baumeister, Campbell, Krueger & Vohs, 2003]. In religious contexts, self-esteem is linked to arrogance, while modesty is considered a virtue and a prerequisite for a person's development, while in other cultural contexts, such as traditional Japanese culture, individual success, recognition, and self-esteem demands are regarded as secondary [Baumeister RF, Smart L, Boden JM (1996). Self-esteem is considered by most theorists to be a human need to maintain health and happiness, regardless of any differences in its conceptualization [Leontari A (2012); APA, 2013], hence refers to an individual's

¹Assistant Professor, Department of Psychology, M.L.S.M College, Darbhanga

*Corresponding Author

Received: December 08, 2023; Revision Received: March 14, 2024; Accepted: March 31, 2024

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Self-esteem is normally viewed the evaluative thing of the self-concept, a broader representation of the self that includes cognitive and behavioral factors as properly as evaluative or affective ones (Blascovich and Tomaka, 1991). Self-esteem is a fundamental element of self-awareness. It occupies a key region in the structure of adolescent because it is related to mental fitness and definition of existence goals. Self-esteem is shaped in through the mother and father and their mind-set is of paramount importance.

Self-esteem is described as an individual's subjective contrast of his/her really worth as a individual which has an necessary function to psychological well-being. High self-esteem is related with first-class interpersonal relationships, such as protection and closeness, terrific coping strategies. While as low self- esteem is associated to depression and anxiousness (Minev, Petrova, Mineva, Petkova, Strebkova, 2018). Self-esteem is an individual's feel of his or her price or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes himself or herself. It is commonly regarded to be the evaluative element of the self-concept, a broader illustration of the self that covered cognitive and behavioral elements as nicely as evaluative or affective ones (Harris & Orth, 2020). Everyone's self-esteem is influenced by using many elements such as parents, teachers, co-workers, friends, peer group and the environment are being continuously influencing self-esteem. It has been associated to truly every different psychological notion or domain, consisting of personality, undertaking performance and similar behavior, cognitive and scientific principles such as nervousness and despair (Cvencek et al. 2018). Anxiety disorders like social anxiety, depression, substance abuse, and delinquency have been linked to low self-esteem [Heimberg RG, Becker RR (2002, Manna G, Falgares G, Ingoglia S, Como MR, De santis (2016)]. Rosenberg [1965] identified low self-esteem with neurotic anxiety, however higher self-esteem could be a protective factor against stress [Baumeister RF, Campbell JD, Krueger JI, Vohs KD (2003)], since it allows for individuals to deploy more practical strategies for coping with difficult situations [patton W, Bartrum DA, Creed PA (2004); Ikechukwu U, Siti NY, Mansor AT, Sakineh M, Rohani A (2013)] observed a significant decline in self- esteem (as measured by Rosenberg's questionnaire) following perceived stress (Perceived Stress Scale) in adolescents and argued that self-esteem may mediate the relationship between stress and substance abuse in adolescents. While self-esteem has been shown to be positively associated with success [Chufar BM, Pettijohn TF (2013)], a few studies have found that self-esteem does not seem to have a significantly positive association with academic performance [Zajacova A, Lynch SM, Espenshade TJ (2005)]. The authors of some journals argue that low self-esteem does not necessarily indicate poor academic performance [Pullmann H, Allik J (2008)] and that the positive effect of self-esteem on educational achievement is small [Marsh H, O'Mara A (2008] or to be found in children between the ages of 7 and 15 [Malbi RS, Reasoner RW (2000)]. There has also been evidence linking high self-esteem to academic achievement [Tsigas E, Nasaina E (2012; Owens RL, patterson MM (2013)] thus reinforcing the view that self-esteem helps to boost achievement achievement is small [Marsh H, O'Mara A (2008] or to be found in children between the ages of 7 and 15 [Malbi RS, Reasoner RW (2000)]. There has also been evidence linking high self-esteem to academic achievement [Tsigas E, Nasaina E (2012; Owens RL, patterson MM (2013)] thus reinforcing the view that self-esteem helps to boost achievement [Lawrence D (2000); Yanti R, Hidayatulfathi O, Ismarulyusda I, Syari HL, Husin L, et al. (2012)]. Although methodological differences among the above studies make it difficult to integrate their findings, several studies suggest a reciprocal relationship between self- esteem, academic performance, and anxiety [Papadioti-Athanasidou V (1999); Besser A, Zeigler-Hill V (2012)].

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

For example, academic success can lead to an increase in students' self-esteem [Preston J, Hammond C. 2002; Chung JM, Robins RW, Trzesniewski KH, Nofle EE, Roberts BW, et al. (2014)], however low self-esteem and the anxiety that accompanies it are likely to constitute significant obstacles to learning [Kennedy H (1997); Pandey A, Chalise HN (2015)]. It is also likely that very high self-esteem is accompanied by exaggerated self-esteem, which can lead to frustration and negative emotions that may inhibit the educational process [Emler. N, 2001]. In the literature review, self-esteem and anxiety relate to people's well-being level and probably to their academic performance. Exam and evaluation time is a stressful moment when stress levels are at their greatest. Low levels of stress can assist pupils be more motivated to some extent; but too much stress can be discouraging. Students will be tired, overwhelmed, and perplexed. Entrance exams, as well as formative and summative assessment, are common sources of stress in the academic setting, and they can have a significant impact on a student's success in school and at university. Academic self-confidence and self-esteem, on the other hand, have an important impact in students' learning. Students that have a high level of academic confidence and self-esteem are more likely to imagine their achievement, think critically, and commit to the obstacles they face, and they have been shown to be high achievers (Cheraghian B, et al 2008). Students with poor self-confidence and self-esteem, on the other hand, are more likely to focus on how things may dwell in their personal flaws. In essence, these people are more concerned with the issues of the situation than with the potential of achievement (Hong E, Karstenson L 2002). It is widely accepted among students that living in educational institutions enrich their lives. However, the ever-changing environment and competitive world of today makes them much more anxious and stressful. There is a significant link between stressful life events and poor academic achievement. Anxiety is one of the most common feelings described as unpleasant feelings of discomfort, fear, panic, fear, anxiety or worry. (Barlow, 2002;). it may be defined as one's negative psychological effects that arise because of educational expectations from parents, teachers, peers and family members, parental pressure to succeed academically, current education and assessment system, homework responsibilities, etc. however the condition for considering anxiety as normal or abnormal may be determined by its source and intensity. Indeed, reasonable anxiety can motivate humans to control their issues and succeed in their lifestyles (Abolghasemi, Mehrabizadeh-Honarmand, Najarian, & Shokrkon, 2004). The anxiousness level may intervene with everyday functioning like studies, their daily activities, and social lifestyles among students. Anxiety is a main predictor of overall educational performance. Anxiety is one of the fundamental predictors of educational performance. Those who possess greater degree of anxiety will achieve an unsatisfactory educational performance (McCraty, 2007). For example, academic success can lead to an increase in students' self-esteem [Preston J, Hammond C. 2002; Chung JM, Robins RW, Trzesniewski KH, Nofle EE, Roberts BW, et al. (2014)], however low self-esteem and the anxiety that accompanies it are likely to constitute significant obstacles to learning [Kennedy H (1997); Pandey A, Chalise HN (2015)]. It is also likely that very high self-esteem is accompanied by exaggerated self-esteem, which can lead to frustration and negative emotions that may inhibit the educational process [Emler. N, 2001]. In the literature review, self-esteem and anxiety relate to people's well-being level and probably to their academic performance. Exam and evaluation time is a stressful moment when stress levels are at their greatest. Low levels of stress can assist pupils be more motivated to some extent; but too much stress can be discouraging. Students will be tired, overwhelmed, and perplexed. Entrance exams, as well as formative and summative assessment, are common sources of stress in the academic setting, and they can have a significant impact on a student's success in school and at university. Academic self-confidence and self-esteem, on the other hand, have an important impact in students' learning. Students that have a high level of academic

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

confidence and self-esteem are more likely to imagine their achievement, think critically, and commit to the obstacles they face, and they have been shown to be high achievers (Cheraghian B, et al 2008). Students with poor self-confidence and self-esteem, on the other hand, are more likely to focus on how things may dwell in their personal flaws. In essence, these people are more concerned with the issues of the situation than with the potential of achievement (Hong E, Karstensson L 2002). It is widely accepted among students that living in educational institutions enrich their lives. However, the ever-changing environment and competitive world of today makes them much more anxious and stressful. There is a significant link between stressful life events and poor academic achievement. Anxiety is one of the most common feelings described as unpleasant feelings of discomfort, fear, panic, fear, anxiety or worry. (Barlow, 2002;). it may be defined as one's negative psychological effects that arise because of educational expectations from parents, teachers, peers and family members, parental pressure to succeed academically, current education and assessment system, homework responsibilities, etc. however the condition for considering anxiety as normal or abnormal may be determined by its source and intensity. Indeed, reasonable anxiety can motivate humans to control their issues and succeed in their lifestyles (Abolghasemi, Mehrabizadeh-Honarmand, Najarian, & Shokrkon, 2004). The anxiousness level may intervene with everyday functioning like studies, their daily activities, and social lifestyles among students. Anxiety is a main predictor of overall educational performance. Anxiety is one of the fundamental predictors of educational performance. Those who possess greater degree of anxiety will achieve an unsatisfactory educational performance (McCraty, 2007). For example, academic success can lead to an increase in students' self-esteem [Preston J, Hammond C. 2002; Chung JM, Robins RW, Trzesniewski KH, Nofle EE, Roberts BW, et al. (2014), however low self-esteem and the anxiety that accompanies it are likely to constitute significant obstacles to learning [Kennedy H (1997); Pandey A, Chalise HN (2015)]. It is also likely that very high self-esteem is accompanied by exaggerated self-esteem, which can lead to frustration and negative emotions that may inhibit the educational process [Emler. N, 2001]. In the literature review, self-esteem and anxiety relate to people's well-being level and probably to their academic performance. Exam and evaluation time is a stressful moment when stress levels are at their greatest. Low levels of stress can assist pupils be more motivated to some extent; but too much stress can be discouraging. Students will be tired, overwhelmed, and perplexed. Entrance exams, as well as formative and summative assessment, are common sources of stress in the academic setting, and they can have a significant impact on a student's success in school and at university. Academic self-confidence and self-esteem, on the other hand, have an important impact in students' learning. Students that have a high level of academic confidence and self-esteem are more likely to imagine their achievement, think critically, and commit to the obstacles they face, and they have been shown to be high achievers (Cheraghian B, et al 2008). Students with poor self-confidence and self-esteem, on the other hand, are more likely to focus on how things may dwell in their personal flaws. In essence, these people are more concerned with the issues of the situation than with the potential of achievement (Hong E, Karstensson L 2002). It is widely accepted among students that living in educational institutions enrich their lives. However, the ever-changing environment and competitive world of today makes them much more anxious and stressful. There is a significant link between stressful life events and poor academic achievement. Anxiety is one of the most common feelings described as unpleasant feelings of discomfort, fear, panic, fear, anxiety or worry. (Barlow, 2002;). it may be defined as one's negative psychological effects that arise because of educational expectations from parents, teachers, peers and family members, parental pressure to succeed academically, current education and assessment system, homework responsibilities, etc. however the condition for considering anxiety as normal or abnormal may be determined by its source and

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

intensity. Indeed, reasonable anxiety can motivate humans to control their issues and succeed in their lifestyles (Abolghasemi, Mehrabizadeh-Honarmand, Najarian, & Shokrkon, 2004). The anxiousness level may intervene with everyday functioning like studies, their daily activities, and social lifestyles among students. Anxiety is a main predictor of overall educational performance. Anxiety is one of the fundamental predictors of educational performance. Those who possess greater degree of anxiety will achieve an unsatisfactory educational performance (McCraty, 2007).

REVIEW OF LITERATURE

Ali, Z. A. Alireza. A, Fereshteh, M. P.,(2012). Participants were randomly assigned to an experimental or a control group. A ten week group therapy was performed. Outcome measures included on the Rosenberg Self Esteem Inventory and Scherer Self-Efficacy Scale questionnaire. Results of the analysis of covariance revealed that narrative therapy led to significant increase in the self- esteem and self-efficacy of the participants.

Ajay, K., Attri & Neelam (2013). The present study is undertaken with a view to find out the academic anxiety and academic achievement of secondary school students. It was hypothesized that there exists a significant difference in academic anxiety and academic achievement of male and female secondary school students. For verification of these hypotheses, the data was collected from 200 secondary school students of Mandi district of Himachal Pradesh by adopting lottery method of random sampling by administering „Academic Anxiety Scale for Children (AASC) and their marks of class 9th were taken as academic achievement. . The statistical technique used was t- test. The findings of the present study revealed that there exists a significant difference in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

Firdous A. W., (2016). The primary purpose of this study was to compare the epidemiology of mental health problems and self-esteem of conflict hit adolescents living in charitable seminaries with their counterparts brought up in natural homes. In this study, 27 adolescents from a charitable Muslim seminary and 30 adolescents from a regular school were recruited. Self-report measures and clinical interview were used to measure mental health and self-esteem. The findings indicate that adolescents in institution setting are having mental health and self-esteem related issues when compared to adolescents living in intact by parent homes.

Goswami and Marami (2013). Conducted a comparative study of Self Esteem and Academic Performance of Institutionalised and Family Recited Orphaned Children. The main objectives to the study are: (1) To investigate the effect of institutionalisation on the self-esteem of the orphaned children. (2) To compare different dimensions of self- esteem of orphaned children on the basis of their residential status. (3) To compare the self-esteem of institutionalised and family reared orphaned children in relation to their age and sex. (4) To investigate the relationship between self-esteem and academic performance of the orphaned children. (5) To study academic performance of the orphaned children in relation to their residential status. The study was a survey with descriptive and exploratory objective. The study was correlation in design because it investigated the relationship between two dependent variables: academic performance and self- Esteem of children orphaned. The survey work was conducted in Guwahati city. In this study, the population comprised the orphaned children and orphan referred to “total orphaned”, that is children who have lost both parents as opposed to “semi orphans” who have lost one parent. The study sample included the total number of 82

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

orphans between ages 12 to 18 years. The investigator had selected 50 deprived institutionalised children from different institute, homes and orphanage situated in Guwahati city using purposive random sampling technique. For comparison, 32-family reared orphaned children also selected for the study from different schools of the city. The researcher was used “S.P. Ahluwalia children’s self-esteem scale”.

Gourav Mahajan (2015). The present study was undertaken to study the relationship between academic anxiety of secondary school students and their parental encouragement. A total sample of 120 X grade students were selected through stratified sampling technique according to gender and type of school from 12 secondary schools for the present study. For the collection of data the investigator used Academic Anxiety Scale for Children by A. K. Singh and A. Sengupta (1998) and Parental Encouragement Scale by Kusum Aggarwal (1998). The results of the study showed that academic stress was significantly and negatively correlated with parental encouragement. No significant difference was found between academic anxiety of male and female secondary school students.

Mohammad and Zadeh (2018). This study aimed to assess the prevalence and risk factors of mental health like depression, anxiety, stress and self-esteem among institutional Malaysian adolescents. This cross-sectional descriptive study included 287 adolescents aged 12-18 years living in six selected orphan homes. Study instruments included Socio-demographic questionnaire, validated Malay version of Depression, Anxiety Stress Scale-21 and Rosenberg Self-Esteem Scale. The findings revealed that 85.2, 80.1 and 84.7% of participants had depression, anxiety and stress respectively. Females were more likely to be depressed. Furthermore, anxiety was significantly associated with race and age but no significant associations between stress and the demographic factors were found. The study also showed that 70.8% of males and 69.2% of females had low self-esteem and the self-esteem was associated with depression, anxiety and stress. Therefore, mental health problems are very common among adolescents in Malaysian orphanages.

Prima Vitasari (2010). Studies on the Anxiety and Academic Performance. A meta-analysis of findings was as; the strength of the relationship between anxiety and performance varies from study to study with correlations from extreme negative to positive values. In order to reveal the sources of this inconsistency, a series of meta-analyses was conducted using the Schmidt-Hunter algorithm for effect sizes r . One hundred and twenty-six studies published from 1975 to 1988, based on a total sample of 36,626 subjects, were located after a comprehensive literature search. They include 156 independent samples. An overall analysis with the 156 effect sizes yielded a population effect size of $r = -.21$. Further analyses aimed at exploring moderator variables that would account for the residual variance, but tests of gender, culture (USA, West Germany and others), and anxiety stability (state/trait) failed to unveil the expected moderator impact. However, analyses with the anxiety components worry and emotionality, kinds of anxiety such as general and test anxiety, and the anxiety measurement point in time yielded systematic differences: the more cognitively determined and the more specific the anxiety measure, the closer was its association with academic performance. A closer relationship was also found if anxiety was measured after the performance situation compared to being measured before.

Priyakan, M. S., (1990). The purpose of this study was to determine the adjustment, anxiety, self concept and intelligence of orphan students living in orphanages. The main objective is to study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students. The sample comprised 560 high school going

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

orphan students in 20 recognized orphanages of Gujarat state. For the present study, the researcher limited the population to orphan students of standards 8th 9th 10th. The study covered 541 of 560 orphan students. The rest of the students (nineteen) were not included because they were absent on the day of testing. The investigator selected 541 normal students from the same classes of same school, where orphan students were studying, by method of random sampling. In this way out of total sample of 1,082 students, 541 were orphan and 541 were normal. Thus the investigator made both the groups equal in sex, grade, and age and equal in religion. The tools used included, Adjustment Inventory, Manifest Anxiety Scale, Self-Concept Scale, and Desai-Bhatt Group intelligence scale. Relevant statistical techniques were employed to find out the difference between the mean scores of the dependent variables and their significance was determined. It was found that Normal students were better adjusted than orphan's students. Sex grade and religion had no effect on the difference in adjustment of orphan and normal students.

Rana (2013). Conducted The Relationship between Test Anxiety and Academic Achievement. The major aim of this research study was to explore the relationship between test anxiety and academic achievement of students at the post graduate level. A sample of 414 students was randomly selected from seven different science departments in a public sector university in Lahore, Pakistan. Data were collected by using the Test Anxiety Inventory (TAI) developed by Spielberger. Pearson correlation, multivariate statistics and regression analyses were run for data analysis. It was found that a significant negative relationship exists between test anxiety scores and students' achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). Therefore, it is concluded that test anxiety is one of the factors which are responsible for students' underachievement and low performance.

Rizwan and Mahmood (2010) Relationship between Test Anxiety and Academic Achievement. The major aim of this research study was to explore the relationship between test anxiety and academic achievement of students at the post graduate level. A sample of 414 students was randomly selected from seven different science departments in a public sector university in Lahore, Pakistan. Data were collected by using the Test Anxiety Inventory (TAI) developed by Spielberger. Pearson correlation, multivariate statistics and regression analyses were run for data analysis. It was found that a significant negative relationship exists between test anxiety scores and students' achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). Therefore, it is concluded that test anxiety is one of the factors which are responsible for students' underachievement and low performance.

Shakir, M. (2014). This study was conducted to study the relationship and effects of academic anxiety on the academic achievements of students. A sample of 352 students of senior secondary school was taken through random sampling technique. A reliable and valid, Academic Anxiety Scale standardized by Dr. A.K. Singh and Dr. A. Sen Gupta was used to collect the data. Mean SD, Correlation and t-test were used for the analysis of the data. Research findings revealed an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievement of high and low academic anxiety groups of students, between high and low academic anxiety groups of males, between high and low academic anxiety groups of females, between high academic anxiety groups of male and female students, and also between low academic anxiety groups of male and female students.

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

Yosef Toubiana (1999). The study investigated the relationship between academic anxiety and procrastination in children and parents, and parents' direct involvement in their children's schoolwork. Children reported their current anxiety and procrastination and parents reported their anxiety and procrastination when they were children (a measure of indirect influence on their children's schoolwork habits), and on their current involvement in their children's schoolwork (a measure of direct influence). Self-report measures were administered to 354 Israeli adolescents (ages 13, 14, and 16) and their parents. Results showed Students were less anxious about homework than the other academic assignments. Older adolescents were less anxious about their schoolwork overall and procrastinated more than younger on homework. Parents of late adolescents were less involved in their children's schoolwork than parents of younger adolescents. Parents participated equally in school-related interactions that demanded high investment of time and effort, but mothers engaged more than fathers in low investment activities. These direct and indirect parental influences on their children's procrastination were of low magnitude overall, but appeared relatively stronger for mothers. The study concluded that more students were anxious about preparing for examinations and writing papers; the more they procrastinated on these assignments, confirming the appraisal-anxiety avoidance (AAA) model. The inverse relationship of anxiety and procrastination with regard to homework led to our making a post hoc distinction between task-centered and consequence-centered anxiety.

Objectives

1. To study academic self-esteem and academic anxiety among secondary school adolescents.
2. To compare male and female secondary school students on self-esteem.
3. To compare male and female secondary school students on academic anxiety.
4. To find correlation between self-esteem and academic anxiety among Secondary school students.

Hypothesis

- There is no significant difference between boys and girls secondary school students on self-esteem.
- There is no significant difference between boys and girls secondary school students on academic anxiety.
- There is significant relationship between self-esteem and academic anxiety among secondary school students.

Sample

The sample for the present study comprises of secondary school students studying in Government educational institutions.

Tools used

- Rosenberg's Self Esteem Scale.
- Academic anxiety scale by A.K. Singh and A. Sen gupta.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1: showing mean comparison of secondary school boys and girls on self-esteem. (N=100 in each group).

Gender	N	Mean	S.D	t-value
Male	80	30.14	4.61	5.80
Female	80	25.26	7.03	

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

Table 2 indicates that there is significant difference in self-esteem among secondary school boys and girls as the t value, $5.80 > 2.58$ at 0.01 level. Hence the null hypothesis, H_{02} , which states that, “there is no significant difference between secondary school boys and girls on self-esteem” stands rejected. So, the table shows mean difference of males higher as compared to females, so it is evident that self-esteem is higher in males as compared to females. The results are in line with McClure AC.et.al (2010) and Birndorf. S. (2005).

Table 2: showing mean comparison of secondary school boys and girls on academic anxiety. (N= 100 in each group).

Group	N	Mean	S.D	t- value
Boys	80	26.14	5.46	10.24
Girls	80	29.52	4.61	

Significant at 0.01 level.

The above table indicates that there is a significant difference in academic anxiety between boys and girls as t value, $10.24 > 2.58$. Thus, the null hypothesis, H_{01} , which states that “there is no significant difference between secondary school boys and girls on academic anxiety” stands rejected. So, the table shows indication that mean difference goes in favour of girls, as girls have more academic anxiety as compared to their counterparts. Girls suffer more with academic anxiety than boys Bhansali & Trivedi (2008), Sharma (2004), Patitsa. et.al (2011), Baumeister (2013) and Lowery (2005).

Table 3: showing Pearson’s coefficient of correlation (r) between Self Esteem and Academic Anxiety.

Variables	R
Self esteem	- 0.254
Academic anxiety	

Significant at 0.01 level.

It is evident from Table 3, that there is significant negative correlation between self-esteem and academic anxiety ($r = -0.254$), indicates that higher the academic anxiety, the lower will be the self-esteem of students. Thus, the hypothesis, H_{03} , which states that there is “there is significant relationship between self-esteem and academic anxiety among secondary school students”, stands accepted. Ntensia, Triadafyllidou, Papageorgiou & Roussou (2017) and Ikechukwu (2013), Veselska. et.al (2009) and Rosenberg.et.al (1995) found inverse correlation between anxiety and self-esteem and students who scored higher on anxiety tend to have low self-esteem.

CONCLUSION

A significant difference was found between male and female secondary students on self-esteem, as boys were found to be high on self-esteem as compared to female students. Significant difference was found between male and female adolescents, as female adolescents were found more anxious as compared to male adolescents. Also, a negative correlation was found between self-esteem and academic anxiety among secondary school adolescents.

REFERENCES

A. W. (2016). Mental Health and Self-Esteem of Institutionalized Adolescents Affected by Armed Conflict. *Journal of Religion and Health*.

Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town

- Ajay K., Attri N., (2013) Academic Anxiety and Academic Achievement of Secondary School Students- A Study on Gender Difference. *International journal of behavioral social and movement sciences Vol.02, Issue01*.
- Ali Z., Alireza A, Fereshteh M.P., (2012). Group Narrative Therapy Effect on Self-esteem and Self efficacy of Male Orphan Adolescents. *Journal of practices in clinical psychology*, 1(1): 45-49.
- Ali, M. S., & Mohsin, M. N. (2013). Relationship of test anxiety with students' achievement in science. *International Journal of Educational Science and Research (IJESR)*, 3 (1), 99-106.
- Goswami and Marami 2013 A study of self-concept of adolescents and its relationship to scholastic achievement and adjustment, Ph.D. Edu., Agra U.P.
- Gourav Mahajan (2015). Academic Anxiety of Secondary School Students in Relation to their Parental Encouragement. *Research in Humanities and Social Sciences*, 3(4): 2347-2351.
- Mohammad & zadeh (2018). Mental Health and Self-esteem among Adolescents in Malaysian Orphanages. *Community Ment Health J.* 54(1):117-125.
- Mohan & Anand. (2) A study or scholastic achievement as related to self- esteem, feeling of security, depression and test anxiety” Ph.D Psy. Agra University. Correlates of Achievement, *Fifth Survey of Educational Research in Abstract II, NCERT 1988-92*, Pg 1888.
- Priyakan, M. S. (1990) A study of the Adjustment, Anxiety, Self Esteem and Intelligence of Orphan Students Living in Orphanages as Compared to Normal Students. *Journal of Health Services Research* 34,5
- Priyanka, Ashok P., Roshan L. D., (2018). A comparative Study of Self Esteem and level of Depression in Adolescents living in Orphanage Home and those living with Parents. *International Journal of Humanities and Social Science Research*, 4 (5): 51-53.
- Rana, (2010). Relationship between Test Anxiety and Academic Achievement. *Bulletin of Education and Research*, 32 (2):. 63- 74 .
- Rizwan & Mahmood, (2010). The relationship between test anxiety and academic achievement. *Bulletin of Education and Research*, 32, 63–74.
- Shakir, M. (2014). Academic Anxiety as a Correlate of Academic Achievement. *Journal of Education and Practice*, 5, (10): 301-309.
- Yosef Toubiana (1999). Academic anxiety, academic procrastination, and parental involvement in students and their parents. *British Journal of Educational Psychology* 69, 345–361.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: K. Kumari (2024). Self Esteem and Academic Anxiety among Secondary School Students of Darbhanga Town. *International Journal of Indian Psychology*, 12(1), 2667-2676. DIP:18.01.245.20241201, DOI:10.25215/1201.245