



CORRELATION BETWEEN STRESS, SELF ESTEEM, AND ANXIETY IN YOUNG ADULTS

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Abstract

Purpose: The objective of this study was to find out the correlation between Anxiety, Self Esteem and Stress in young adults.

Meaning: Self-esteem is the belief in one's own worth. When people believe they are unable to effectively handle demands placed upon them or risks to their safety, stress results. The term "anxiety" describes an overwhelming fear.

Method: Total sample consisted of 60 young adults who were selected randomly. Sinha anxiety scale, Rosenberg self esteem scale and Perceived stress scale were used in my study to find out correlation between anxiety, self esteem and stress in young adults. **Result:** there is significant correlation found between self esteem, stress and anxiety in young adults. The correlation between anxiety and self-esteem was found $-.841$, which indicates a strong negative relationship. It means that as one variable increases, the other tends to decrease, and vice versa. The correlation between anxiety and stress was found $.618$, which indicated a moderate positive relationship between anxiety and stress. It implies that when one variable rises, the other will typically follow suit, and vice versa. In this instance, those with higher anxiety levels also typically have higher stress levels, whereas people with lower anxiety levels typically feel less

stressed, though perhaps not quite in that same proportion. A weak negative correlation of $-.391$ was established between stress and self-esteem, indicating a negative association.

Keywords: Anxiety, Self Esteem, Stress and Young Adults

CHAPTER 1

INTRODUCTION

Stress

Stress arises when individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well-being. **(Lazarus, 1966)**

Stress is defined as a state of mental strain or anxiety brought on by a difficult situation. Stress is a typical human response that spurs us to confront challenges and threats in our lives. Everybody experiences stressful times. But how we respond to stress has a major effect on our general feelings. **(World Health Organization, 2023)**

Reaction to stress

Stress affects the body as well as the mind. Stress has advantages and can help us complete our daily responsibilities. Excessive stress can lead to health problems, both mental and physical. Developing coping mechanisms for stress can make us feel less overwhelmed and promote both our mental and physical health. **(World health organization, 21 February 2023)**

Symptoms of stress

Stress makes it difficult for us to relax and can lead to a range of negative emotions, including concern and annoyance. Stress may make it harder for us to concentrate. We can be experiencing headaches, nausea, or other physical pains. We may find that we have fewer or greater food than normal. Chronic stress may make pre-existing health issues worse and may lead to more frequent use of alcohol, nicotine, and other drugs. **(World health organization)**

Stressful situations can also cause or exacerbate mental health conditions, most commonly anxiety and depression, which necessitate seeking medical attention. When we experience mental health problems, it could be because our symptoms of stress have gotten worse and are beginning to affect our everyday existence.

Self esteem

High self-esteem and positive self-concept are important characteristics of an individual's wellbeing **(Santrock, 2004)**. According to **Taylor, Peplau and Sears (2006)**, people with high-self-esteem have a clear sense of their own personal qualities. They have a positive self-image, make sensible objectives, use feedback to improve them, relish good times, and deal effectively with challenging circumstances. Additionally, these people frequently recall their daily encounters in a more positive light—a bias in recollection that could support elevated self-esteem. However, those who lack self-esteem have a hazy perception of who they are, think ill of themselves, choose

unrealistic objectives or avoid setting any at all, are generally gloomy about the future, remember the past more adversely, and wallow in their bad moods. Individuals who have poor self-esteem also frequently react negatively, both emotionally and behaviorally, to criticism and other forms of negative feedback about themselves.

These individuals are less likely to generate positive feedback for themselves, are more concerned about their social impact on other people and are more vulnerable to depression or rumination when they encounter setbacks or stress (Taylor et al., 2006).

The term "self-esteem" describes a person's general perception of their own value or worth. The degree to which an individual "values, approves of, appreciates, prizes, or likes him or herself" may be determined by looking at this measure. (Adler & Stewart, 2004)

Importance of Self Esteem: The term "self-esteem" describes a person's perception of their own value and worth. It also has to do with the emotions that people feel in response to their perception of their own deservingness or lack thereof. Self-esteem is significant since it has a big impact on people's decisions and choices. Stated differently, people are more or less inclined to take care of themselves and realize their full potential when they have high self-esteem. Individuals who have those with strong self-esteem are also driven to look after their needs and make constant progress toward their dreams and goals in life.

Individuals who have poor self-esteem often don't think they are capable of attaining their goals or deserving of happy endings, which makes them more likely to procrastinate and be less tenacious in conquering obstacles hardship. They might have the same objectives as those who have greater self-esteem, but they typically lack the drive to see those objectives through to completion. Self-esteem is a somewhat ethereal idea. That is to say, it is difficult for someone who does not currently possess it to understand what that might be like. People with low self-esteem can start to understand what it would be like to have higher self-esteem by thinking about how they may have regarding valuable items in their lives. Take those who have a strong affinity for cars. These people take great care of their cars since they are very essential to them. They make wise choices about how often to have their automobiles repaired, where to park them, and how to drive them. They may adorn the vehicle and proudly display it to others. That's how self-esteem works, with the exception that it's about you, whom you cherish and find admirable.

High vs. low self-esteem: Self-esteem is believed to exist on a continuum, which means that it varies smoothly in both amount and magnitude between low and high in various people. While some people see themselves more highly than others, self-esteem varies. These people's distinctions aren't immediately apparent; rather, they become clear when comparing their perceptions of their own value.

Self-esteem's proportionality: There are more ways that self-esteem is believed to differ, which we could characterize as reasonableness or proportionality. It turns out that there is uniformity in all cases of self-esteem. Some highly self-esteemed individuals have reached that point because of a number reasons achievement. Since they have overcome obstacles in the past, they attribute their ability to overcome new ones to themselves. On the other hand, there exist individuals whose perceived self-worth appears exaggerated and disproportionate to their true achievements and behaviors. These individuals have high self-esteem, but they are unable to cite any significant prior achievements or decisions that might support that lofty view of one to an impartial observer.

Signs of Low Self-Esteem

The ideas, feelings, and behavioral patterns of an individual are negatively impacted by low self-esteem. Individuals who lack self-worth think and speak negatively about themselves. Seldom do those who lack self-worth and value have low personal worth that significantly negatively influence on the life and well-being of the person. The list of typical indicators of poor self-esteem is provided below.

Poor Confidence

People having low confidence have low self-esteem and the other way around. Having confidence on yourselves and about abilities helps people to understand that they can simply believe on themselves and can manage different situations. This self-trust means that the person is capable of encountering challenges and problems in life which results in overall well-being. Low self-esteem leads to lack of confidence in life and poor confidence too contribute to poor self-esteem. Practicing and acquiring new skills helps to boost up confidence and self-esteem. (cherry, 2023)

Lack of Control

Individuals with low self-esteem believe they have little influence over their life circumstances or destiny. They believe they must possess the capacity to alter the world or themselves.

Negative Social Comparison

Comparing oneself to others can be detrimental to one's self-esteem. They may feel ashamed or incompetent about their need for support and assistance, and they may believe that they don't deserve it due to low self-esteem. Additionally, they don't prioritize their personal preferences. (Cherry, 2023)

Worry and Self-Doubt

People with low self-esteem often have concern that they have made wrong decisions and incorrect choices. They doubt on their own opinions and think about what other thinks rather than sticking to their choices. People with low self-esteem faces problem in forming decisions about their lives.

Negative Self-Talk

People with low self-esteem tend to focus more on their weaknesses than their assets. People with low self-esteem talk negatively about them and think negatively about themselves instead of speaking positively about themselves. When something goes wrong, they always point the finger at themselves and find a feature of themselves, such as their skills, personalities, or outward looks.

Fear of failure

People with poor self-esteem have doubts about their capacity to achieve success because they lack confidence in their own skills. Even if they could be afraid of failing, they usually shy away from difficult situations like transfer swiftly and without any effort. Behaviors such as acting out when something goes wrong or attempting to hide feelings of inadequacy are common examples of this fear of failing. People might make excuses, blame external factors, or attempt to downplay the importance of the task. (cherry, 2023)

Poor Outlook

People having low self esteem have feeling of hopelessness which makes hard for people to interact in behaviours which may cause positive changes in life.

Impact of Low Self-Esteem

According to the research, low self esteem is linked to a variety of psychological health problems that include:

- Anxiety
- Eating disorders
- Emotional distress
- Panic disorder
- Risky behaviors
- Social anxiety disorder
- Substance use
- Stress

Due to low self-esteem in people's it becomes difficult for them to realize their goals and form healthy and supportive relationship with others. Low self-esteem in people also gives birth to the many psychological problems and conditions including depression and anxiety. Suicidal thinking is one of the most common and danger feeling that arise in people who have deliberately low self-esteem. Low self-esteem people are very sensitive and anxious towards criticism and rejection. They take feedbacks bit personally and can do self-harm and damage their own self whereas on the other hand high self-esteem people's take feedback positively.

Anxiety

Anxiety is a normal human emotion, but when experienced excessively and persistently, it can become debilitating and interfere with daily functioning. Bullying can be a significant contributing factor to the development or exacerbation of anxiety in young adults. **(Randi et al,2003)**

Anxiety is a feeling of concern, dread, and uneasiness. You might begin to sweat, feel tense and nervous, and your pulse rate might quicken. It can be a common reaction to pressure. For example, you may feel anxious prior to an exam, when making an important decision, or when confronted with a difficult circumstance at work.

Young adults are more anxious than ever. According to statistics, anxiety affects about one in three young adults. Young adults' anxiety may be crippling during this crucial stage of life as they deal with the difficult task of building autonomy and selfhood.

According to statistics, anxiety affects about one in three young adults. Young adults' anxiety may be crippling during this crucial stage of life as they deal with the difficult task of building autonomy and selfhood. As a result, the pressures of the workplace, romantic relationships, and college coursework become too much to handle. High expectations from family members and social media might make things more stressful. In addition, the lack of facilities offering therapy for young adults with anxiety prevents many young people from getting the help they require.

According to research, a person's genetic make-up and environmental factors combine to cause anxiety disorders in young people. Between 30 and 40 percent of the causes of anxiety disorders are inherited genetic traits. The likelihood of an anxiety disorder is also significantly influenced by life experiences. Young adults are more

likely to develop anxiety disorders if they experience traumatic events like abuse, neglect, or the untimely death of a parent. **(World health Organization, 2023)**

Anxiety Disorder Types

You may be diagnosed with one of several types of anxiety disorders. Each one differs in its symptoms and potential impact on daily life.

- Disorder of generalized anxiety
- Panic attack
- Phobias
- Agoraphobia
- Social phobia
- Separation phobia

You need a diagnosis from a doctor to determine whether you actually have one of these conditions. They will then be able to assist you in developing a treatment plan.

It can be challenging to diagnose anxiety disorders because so many of their symptoms overlap with those of everyday anxiety. You can use a few techniques to decide whether or not you need to talk to your doctor about your anxiety. It asks a series of questions to help you determine your level of anxiety, just like the Zung self-rating tool.

It's time to consult your doctor after taking a self-rating test if you're worried you could have an anxiety issue. It's crucial that a doctor perform a thorough physical examination. Your whole medical history will also need to be disclosed to your doctor.

Causes of Anxiety:

- Imbalances in hormones
- Overuse of drugs or alcohol
- Side effects of medication
- Caffeine intake
- Illnesses

Signs of Anxiety:

- Excessive stress about obligations at work, school, and/or with peers, as well as excessive fear and anxiety about events that haven't even happened yet
- Concern or worry about their own or their family's safety all the time
- Irritability
- Unable to unwind
- Inability to pay attention
- Fear of spending the night away from home
- Unexplained breathlessness
- Easy to be frightened or alarmed
- Difficulty sleeping
- Not going to school or work or refusing to go there
- Excessive sluggishness or exhaustion

- Fear strikes

Causes of Anxiety in Young Adults:

Increased anxiety symptoms can be caused by a variety of circumstances. This is especially true for young adults, who are going through several significant life milestones and transitions.

1. Milestones in life

Young adults are expected to seamlessly move into their new roles after graduating from high school. This alone may put them under a lot of stress. In addition to adjusting to a new schedule and new standards at work or at school.

Additionally, they are getting used to their newfound freedom and all that it entails. Especially if they have relocated on their own. They are learning how to take care of their own homes and pay their own expenses. While the majority of young adults may feel some anxiety as they reach these milestones. Once they become accustomed to their new surroundings and feel at ease being by themselves, they can swiftly recover. The opposite is true for people with anxiety problems.

2. Self-neglect

Our capacity to look after ourselves and make sure our needs are addressed has a significant role in how well we feel mentally. When people with mental problems have significant symptoms, it can be challenging for them to do tasks like:

- Bathing
- Eating
- Exercising
- Domestic duties

However, if these demands aren't addressed, anxiety and depressive symptoms could become worse resulting in a vicious cycle of depression, anxiety, and self-care. Making sure you receive enough sleep is a crucial aspect of practicing self-care. Lack of sleep may lead to various health problems and might exacerbate anxiety symptoms.

The internet

Social media may drastically harm your mental health, as is well known. Low self-esteem, inflated expectations, and a worsening of depression can all result from it. This is largely due to the fact that we use these platforms to compare ourselves to other people. We see photos and posts from friends' trips, marriages, job promotions, and new kids. Someone who is dealing with anxiety or other mental illnesses may become self-critical if they don't measure up as a result of this.

Tools:

Perceived Stress scale:

The most used psychological tool for gauging stress perception is the Perceived Stress Scale (PSS). It is a gauge of how stressful one feels about certain circumstances in their life. Products were made to highlight how erratic, unmanageable, and Respondents who are overloaded discover their lives. One widely used instrument for

assessing psychological stress is the Perceived Stress Scale (PSS-10; Cohen, Kamarch, & Mermelstein, 1983). The purpose of this self-reported questionnaire is to gauge how stressful a person feels about various circumstances in their life.

The Rosenberg self-esteem test:

A developed by sociologist Morris Rosenberg in 1965, is widely used self-report questionnaire designed to measure an individual's levels of self-esteem. The test consists of ten statements related to self-perception and feelings of self-worth, to which respondents indicate their level of agreement or disagreement. The statements encompass both positive and negative aspects of self-esteem, allowing for a comprehensive assessment. The Rosenberg self-esteem test provides a simple and effective tool for researchers, psychologists, and individuals seeking to gain insights into their self-esteem levels. It has been extensively validated and has demonstrated reliability in measuring self-esteem across different populations and cultural contexts. The test's concise format and ease of administration make it a valuable instrument for assessing and understanding one's self perception and overall sense of self-worth.

Sinha's comprehensive anxiety test (SCAT) :

Sinha and Sinha's Comprehensive Anxiety Test (SCAT): There is an exam available in both Hindi and English. Five anxiety levels are covered. Ninety-one items on evident anxiety make up the test. It is a quick test that takes 15 to 20 minutes to administer and score.

Rationale of the study:

Stress, anxiety, and self-esteem are three interrelated elements that have complex interactions with one another. Knowing these connections can help therapies and promote mental health.

It's important to comprehend how stress, anxiety, and self-esteem are related for a number of reasons.

Consequences for Mental Health: Self-esteem is our total assessment of who we are. Feelings of inadequacy, worthlessness, and self-criticism can result from poor self-esteem.

Stress: Happens when we think there's a danger or difficulty. Mental health can be adversely affected by ongoing stress. Excessive worry, fear, and trepidation are symptoms of anxiety. Severe anxiety can make it difficult to go about regular tasks. Studies reveal a link between elevated levels of stress and anxiety and low self-esteem.

Knowing this connection informs actions and aids in the identification of people who are at risk. **Intervention**

Techniques:

Building Self-Esteem: People who have higher self-esteem are more able to handle stress and have less anxiety.

Stress management: Anxiety can be reduced by identifying stressors and picking up useful coping skills.

Holistic Approach: More extensive mental health care may result from addressing all three aspects at once.

Clinical Application: Screening: Clinicians assess self-esteem, stress, and anxiety to tailor treatment plans.

Therapeutic Approaches: Therapies (e.g., cognitive-behavioral therapy) target these factors to enhance well-being.

Chapter 2

Review of literature

Kirkcaldy, B. et al (1998) has conducted a research on the topic: Depression, Anxiety and Self-Image among Children and Adolescents. A group of children and adolescents aged between 11 and 17 years were administered four questionnaires, Offer's Self-Image Questionnaire (OSIQ), Spielberger's Trait Anxiety Inventory (STAI), the Children Depression Inventory (CDI) by Kovacs, and the Inventory of Items to Assess Parental and Educational Attitudes (IPEA) are three measures of anxiety. Trait anxiety was the most powerful predictor of trait depression, according to step-wise multiple regression. In addition to emotionality, poor self-esteem, strained parent-child connections, mental illness, and impulsivity. In two extreme depression scoring groups, linear discriminant analysis was used to identify the Self-image scales that were useful determinants of depression. The strongest correlation between depression and personality traits rather than attitude characteristics was found, while ethnicity had no moderating effect. The views of adolescents with high depression scores toward their parents, siblings, and schools also varied.

Riddick, B. et al (1999) has conducted a research on the topic: Self-esteem and anxiety in the educational histories of adult dyslexic pupils. 16 dyslexic university students and 16 matched controls had their self-esteem, anxiety, and past and current educational backgrounds compared. The Culture-free Self-esteem Inventory was used to gauge self-esteem, and the State-Trait Anxiety Inventory was used to gauge anxiety. Information about prior and current educational experiences was gathered using a questionnaire that the research team created, which included several items that could be scored on a five point rating system. Those with dyslexia were discovered to have notably lower self-esteem compared to the controls. There was no statistically significant difference found between the groups on the State-Trait Anxiety Inventory. Using five-point rating scales, the dyslexic group assessed their level of anxiety and competence in writing work at school and university respectively. They also regarded their academic achievements and written work as less competent.

Byrne, B. et al. (2000) has conducted a research on the topic: Relationships between anxiety, fear, self-esteem, and coping strategies in adolescence. This study investigated the relationships between anxiety, fear, self-esteem, and coping strategies in a sample of 224 post primary students (years 7, 9, and 12) in Australia. It specifically aimed to ascertain whether any notable changes occurred between the years 7 and 12, and if so, whether or not these changes were gender-specific. The girls' self-esteem was consistently poor, according to the results. The boys demonstrated a notable decline in fear and anxiety by year twelve. A three-factor solution explained 64.2% of the variation in the coping techniques. Lastly, the results revealed that by the time students reached year 12, boys and girls were employing distinct coping mechanisms, with guys being better at lowering their levels of worry and terror.

Maldonado, L. et al. (2013) has conducted a research on the topic: Impact of Early Adolescent Anxiety Disorders on Self-Esteem Development from Adolescence to Young Adulthood. The aim of the research was to investigate the relationship between the development of early adolescent anxiety disorders and the growth of self-esteem from early adolescence to early adulthood. Techniques: Self-esteem was assessed for 821 participants from the Children in the Community Study is a long-term, population-based cohort. The average age at which anxiety problems were measured was 13. The study utilized multilevel growth models to examine the shift in self-esteem from early adolescence to early adulthood. Additionally, the study aimed to determine if anxiety disorders in adolescents may predict the average and slope of self-esteem development. As a

consequence, from youth and into early adulthood, self-esteem rose. Boys and girls exhibited higher average levels of self-esteem, but this difference vanished when looking at the impact of worry.

Dan IA. et al (2012) has conducted a research on the topic: The Relationships Among ADHD, Self-Esteem, and Test Anxiety in Young Adult. The current study looked at the connections between young people' self-esteem, ADHD, and three TA subscales: tenseness, social derogation, and cognitive obstruction. Method: A total of twenty-five women took part. A self-esteem inventory, an ADHD questionnaire, an online continuous performance test, and a TA questionnaire were completed by 30 female controls without ADHD and of similar age and education. Findings: When compared to 8913 controls, participants with ADHD showed significantly lower levels of self-esteem and higher levels of TA on all three subscales. While self-esteem had no mediation impact on the relationships between ADHD and tenseness TA, it functioned as a partial mediator between ADHD and cognitive blockage TA and as a full mediator between ADHD and social derogation TA.

Nima, Ali Al. et al (2013) has conducted a research on the topic: Anxiety, Affect, Self-Esteem, and Stress: Mediation and Moderation Effects on Depression. This study set out to evaluate the ways that stress, anxiety, positive affect, and negative affect mediate and moderate depression. Methods: A total of 292 university students (93 men and 113 females). filled out surveys measuring depression, anxiety, stress, self-esteem, and positive and negative affect. Methods: Two hundred and two university students (93 men and 113 females) answered questionnaires measuring depression, anxiety, stress, and positive and negative affect. The methods used for the mediation and moderation studies were based on both hierarchical and conventional multiple regression analyses. Principal Results: Results showed that: (i) stress completely mediated the effects of self-esteem on depression; (ii) stress partially mediated the effects of anxiety and positive affect upon depression; (iv) there was a significant interaction between stress and negative affect; and (v) there was a significant interaction between positive affect and negative affect upon depression.

McKay, M. T. et al (2013) has conducted a research on the topic: An analysis of how gender and self-esteem factor into the link between stress and teenage self-efficacy. This study examined gender disparities in the areas of stress, self-worth, and Using a sample of adolescents (N = 610) from the United Kingdom, researchers examined the attitudes about academic, social, and emotional self-efficacy as well as the relationship between stress, self-esteem, and self-efficacy. The Adolescent Stress Questionnaire (ASQ), the Self-Efficacy Questionnaire for Children, and the Adolescent Alcohol Involvement Scale (AAIS) were administered to randomly chosen high school participants. Girls got significantly higher mean scores on seven out of ten stress domains, according to the research. In addition, females scored better on emotional self-efficacy but significantly lower on self-esteem and social self-efficacy (SSE). Analysis of regressions revealed distinct connections between the stress and self-efficacy domains

Younes, F. et al. (2016) has conducted a research on the topic: Internet Addiction and Relationships with Insomnia, Anxiety, Depression, Stress and Self-Esteem in University Students: A Cross-Sectional Designed Study. The study aimed to evaluate prospective anxiety (IA) in university medical students and the characteristics that may be linked to it. Additionally, the study sought to evaluate the connections between possible IA, sleep disorders, depression, anxiety, stress, and self-esteem. Methods: We employed a cross-sectional questionnaire-based survey to gather data from 600 students in three faculties at Saint-Joseph University: pharmacy, dentistry, and medicine. Four validated and reliable questionnaires were used: the Young Internet Addiction Test, the Insomnia Severity Index, the Depression Anxiety Stress Scales (DASS 21), and the Rosenberg Self Esteem Scale (RSES). Results: The average YIAT score was 30 ± 18.474 ; Potential IA prevalence rate was 16.8% (95% confidence interval: 13.81–19.79%) and it was significantly different between

males and females (p -value = 0.003), with a higher prevalence in males (23.6% versus 13.9%). Potential IA students had poorer self-esteem and higher ISI and DASS sub-scores, and they also showed significant relationships (p -value < 0.001) with sleeplessness, stress, anxiety, depression, and self-esteem.

Cheng, G. et al (2020) has conducted a research on the topic: In Chinese emerging adults, social anxiety and family socioeconomic status are mediated by self-esteem and fear of being negatively assessed. Goals: According to the social causality theory, the tension in relation to mental diseases emerge as a result of a negative social position. The psychological underpinnings of the relationship between social anxiety and family socioeconomic status (SES) in Chinese emerging adults are investigated in this study. Methods: Three Chinese universities selected a representative sample of undergraduate students (17–23 years old) and gave them a self-administered questionnaire (N = 717). Modeling with correlational and structural equations In order to investigate the potential three-path influence of fear of negative evaluation (FNE) and self-esteem as mediators between social anxiety and family SES, analyses were used. Findings:

Results point to the following conclusions: Low family SES led to reduced self-esteem, which in turn served to boost the levels of FNE, hence increasing social anxiety. Secondly, emerging adults from low SES homes are more likely to have social anxiety.

Habib, O. et al (2022) has conducted a research on the topic: Relationship of Self-esteem with Depression, Anxiety and Stress among Pakistani medical students. Goal: Investigating the correlation between the occurrence of stress, anxiety, and depression in Pakistani medical students and their sense of self-worth. Methods: From August to September 2016, the study was carried out at Shalamar Medical and Dental College (SMDC). This study, which has the approval of the SMDC ethical review board, involved 273 students. The Rosenberg Self-Esteem Scale (RSES) was used to measure self-esteem, while the Depression, Anxiety, and Stress Scale (DASS) was used to measure stress, anxiety, and depression. Findings: In our study population, there was a substantial inverse association observed between the prevalence of anxiety, depression, and stress and self-esteem; that is, greater levels of self-esteem tended to correlate significantly with lower prevalence of anxiety, depression, and stress.

Chapter 3

Methodology

Research Objective:

To find out the correlation between Self-esteem, Stress and Anxiety in Young Adults.

Sample:

- Sample size: 60 respondents
- Sample population: young adults falling in the range of 18-25 years.
- Sampling technique: random selection

Hypotheses:

There will ne significant correlation between Anxiety, Self Esteem and Stress in young Adults.

Variables:

Dependent variable: Self Esteem, Stress and Anxiety

Research Design:

The research design employed in the current study was Purposive Research Design.

Tools:

- **The Rosenberg self-esteem** test was developed by Morris Rosenberg in 1965
- **Sinha's comprehensive anxiety test (SCAT)** was developed by Durganand Sinha
- **Perceived stress scale** was developed by Cohen, Kamarch and Mermelstein in 1983

Inclusive criteria:

- Participants should be aged between 18-25 years.
- Participants were selected on the basis of convenience sampling method.

Exclusive criteria:

- The study did not exclude any gender.
- There were mixed samples collected.
- No particular locale was chosen for the participant selection process.

Procedure:

Projective tools were administered via Questionnaire which consisted a series of self-assessing reports. Respondents were chosen on the criteria of fitting the age profile and having experienced some form of stress and anxiety. A total of 60 participants' responded to the tests and were thanked for their participation.

Once the administration of the test was complete, the data was scored and analyzed for normalcy. The correlations were analyzed using Pearson Correlation Test. The results were then compiled and interpretations were further discussed.

Chapter 4

Result Analysis and Discussion

Table no. 1-Sinha Anxiety Scale

Serial no.	Range	No. of participants
1	80-100	35
2	70-80	10
3	40-70	10
4	2-40	03
5	1-25	02

Table no.1 Shows, total number of participants falling in different ranges of Anxiety levels in young adults. In my study, Sinha anxiety scale was used to measure anxiety levels in young adults. The sample size of my study was 60. Out of which, 35 participants measured very high in anxiety. 10 were measured high whereas 10, 3 and 2 participants were measured normal, low and very low in anxiety levels.

Table no. 2-Rosenberg Self Esteem Scale

Serial no.	Range	No. of participants
1	20	03
2	0-19	40
3	More than 20	17

Table no.2 shows total number of participants out of 60 sample size falling in different ranges of self esteem in young adults. In my study, Rosenberg self-esteem scale was used to measure self-esteem in young adults. In out of 60 participants, 40 were measured low in self-esteem whereas 3 and 17 participants were measured average and high.

Table no.3-Perceived Stress Scale

Serial no.	Range	No. of clients
1	0-13	08
2	14-26	21
3	27-40	31

Table no. 3 represents total no. of participants out of 60 sample size falling into different ranges of stress levels in young adults. In my study, Perceived Stress Scale was used to measure stress in young adults. In total of 60 participants, 31 measured high in stress whereas 21 participants were measured moderate and 8 measured low in stress level.

Table No. 4- Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
SAS	73.2000	19.30030	60
RSES	18.9000	5.54397	60
PSS	20.9333	4.90198	60

Significance at 0.05 level

Significance at 0.01 level

Table no. 4 represents anxiety, self-esteem and stress levels in young adults. The mean of anxiety levels in young adults is 73.2000” indicates that, on average, the anxiety levels of young adults in the population under consideration are at a score of 73.2. This numerical value serves as a central tendency measure, suggesting the typical level of anxiety experienced by individuals within this demographic. Mean of the self esteem in young adults is 18.9000; it implies that, on average, the self esteem among young adults falls around this value. On average, the stress level among young adults is approximately 20.9333. It indicates the typical level of stress experienced by individuals within this demographic group, with some experiencing higher levels and others experiencing lower levels.

Table No. 5 - Correlation between Self-Esteem, Stress and Anxiety

Correlations				
		SAS	RSES	PSS
SAS	Pearson Correlation	1	-.841**	.618**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
RSES	Pearson Correlation	-.841**	1	-.391**
	Sig. (2-tailed)	.000		.002
	N	60	60	60
PSS	Pearson Correlation	.618**	-.391**	1
	Sig. (2-tailed)	.000	.002	
	N	60	60	60
**. Correlation is significant at the 0.01 level (2-tailed).				

Table no. 5 shows the correlation between Anxiety, self esteem and stress in young adults. The statistical tool to calculate correlation coefficient between stress, self-esteem and anxiety was used. A significant negative link was established between anxiety and self-esteem, with a correlation of -.841. It implies that one variable tends to decrease when the other grows and vice versa. Put differently, people who suffer from higher levels of anxiety typically have reduced anxiety, and people who have better self-esteem typically have lower anxiety levels.

Changes in one variable may be correlated with opposite changes in the other, according to this negative connection. A somewhat positive correlation of .618 was established between stress and anxiety, indicating a link between the two. It indicates that one variable tends to increase along with the other and vice versa. In this case, individuals who experience higher levels of anxiety also tend to experience higher levels of stress, and those with lower anxiety levels tend to experience lower stress levels, though not necessarily in a one-to-one correspondence. The strength of the relationship being described as "moderate" indicates that while there is a discernible tendency for the variables to move together, the association is not extremely strong or weak. The correlation between stress and self-esteem was determined to be $-.391$, indicating a weakly negative association. The implication is that there is a weak tendency for one variable to slightly decrease when the other increases and vice versa. In this instance, those with greater self-esteem could typically feel less stressed, whereas people with lower self-esteem might typically feel stressed out a little bit more. This association is not very strong, though, suggesting that changes in one variable do not always translate into equal changes in the other.

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