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The Relationship Between Anxiety and Self-Esteem Among Senior High School Students

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Abstract

Self-esteem can influence educational success, and educational success can also be influenced by self-esteem. Hence, high self-esteem has been recognized as a key predictor of academic success in students. Thus, this study investigates the relationship between self-esteem and anxiety of senior high school students. Employing descriptive-correlational design with 194 senior high school students enrolled in private schools during the school year 2021-2022. Based on the statistical analysis, there is a correlation between self-esteem and anxiety (r.=.125).

Keywords: Anxiety, Self-esteem, Online Learning, Covid-19 Pandemic, Senior High School Students

Introduction

About a century ago, psychologists have been interested in one of the most well-studied concepts in the social sciences, self-esteem. (Bleidorn et al., 2018). According to Yang et al. (2016), self-esteem affects our goals and conduct and is inherent to human nature for people to want to feel good about themselves. Thus, it's a self-analysis of our work and goodness, and it is also how well we believe we're doing in the areas of our lives that we consider important. Then the way we see ourselves and our sense of value is reflected in our self-esteem. It's not a binary - very high or very low – but rather a scale (Jordan et al., 2017). Self-esteem is known to influence educational success, and educational success can also be influenced by self-esteem (Bos et al., 2010 as cited in Nguyen et al., 2019). Hence, high self-esteem has been recognized as a key predictor of academic success in students (Aryana, 2010 as cited in Nguyen et al., 2019). As a result, self-esteem appears to be essential to our mental and physical health. It boosts performance in specific domains, such as schooling, and has a more general positive impact on our physical and psychological health, as well as social acceptance (Jordan et al., 2017).

Along with self-esteem, social anxiety is also one of the most prevalent psychiatric conditions that people are facing today. Social anxiety is considered to be one of the most powerful emotional states and, due to its frequency, it affects a variety of psychological and behavioral problems. Distress and anxiousness associated with social performance and interaction situations are prevalent in people with social anxiety and have substantial and serious consequences for various aspects of life. (Alansari, 2004; Muammariyah, 2009 as cited in Murad 2020). According to Fawaz and Samaha (2020), a substantial portion of students have developed anxiety and depression symptoms because of the heavy workload that requires to them in the sudden change to exclusively e-learning methods of education.

Furthermore, in the study of Murad (2020), he determined whether there is a significant correlation between social anxiety and self-esteem in college students. The descriptive correlation approach is used in his study to accomplish this goal. He states that the participants in the study had low social anxiety and high self-esteem. And according to his findings, the respondents' social anxiety and self-esteem had a statistically significant negative relationship. However, Ela (2021), explored the correlation between speaking anxiety and speaking achievement, and she utilized a questionnaire to determine the level of anxiety. The study's findings revealed that in a group of 27 students in UNISMA's English Department, there is no correlation between the two variables of student language anxiety and their ability to speak.

Moreover, this study investigates the relationship between the self-esteem and anxiety of senior high school students. Furthermore, it also aims to contribute to gain new insights about these issues especially in students who are facing these situations amidst the COVID-19 pandemic.

Research Question

This study investigates the relationship between self-esteem and anxiety of senior high school students. Specifically, it answers the following question:

1. Is there a significant relationship between the self-esteem and anxiety of the senior high school students?

Literature Review

Self-Esteem

When students are a part of a supportive and comfortable environment where they feel accepted and valued, they recognize the value of school activities (Suan, 2020). It is also a need for all individuals. For the school, affiliation is about achievement. As a result, meeting that desire is quite important and can reach students. Students who do not meet the material criteria have reduced self-esteem as a result.

Sari et al. (2018) explained that one's self-esteem are considered to shape with lifelong learning experiences and dynamic processes that reflect one's unique perspective and traits.

According to Jordan et al., (2017), self-esteem appears to be important to our mental and physical health. Studies have shown that it increases performance in specific areas, such as education, and has a good effect on our physical fitness and mental stability as well as social acceptance.

According to Sadaat et al., (2012), as cited in the study of Arshad et al., (2015), academic and household self-esteem demonstrated a direct and positive link with student school related accomplishments at a significant.

As mentioned in the study of Abdullah (2000) as cited in Arshad et al., (2015), regression analyses indicated that qualitative independent variables did not accurately predict an objective measure of student academic achievement. Sufficient psychology indicates that students' low motivation and self-esteem lead to a lack of desire in pursuing high academic achievement and a lack of passion for contributing positively and effectively to the country's development.

According to the findings of Geel et al., (2018), individuals who experienced abuse by their peers has been shown to have long-term negative effects on self-esteem, but it's also possible that low self-esteem might result to individuals becoming victims.

Busalim (2019), investigated the influence of abusive use of Facebook and self-esteem on student's accomplishments. According to the findings, students that abuse using Facebook are often to have lower self-esteem than to students who knows to use it properly. Thus, his findings provide empirical evidence of the influence of abusive usage of Facebook on school related achievement of students. Furthermore, his findings help to know more about the self-esteem factors that influence students' Facebook abusive usage and student's accomplishments.

In the study of Akoul (2021), he mentioned that people tend to have more self-esteem when they accomplish the outcome that matches or exceed their aspirations.

Based on the study of Sa et al., (2019), In the freshman year of healthcare students, a large percentage of them have low self-esteem. Stress related with psychopathology research and development may put such students more vulnerable.

According to Crocker and Wolfe (2001) as cited in Rosi et al., (2019), people's self-esteem become more stable as they get older, and their vulnerability in everyday life, reduced.

Hawi and Samaha (2016), found that a single SMAQ model has outstanding psychometric features and strong internal consistency. In terms of relationships, abusive social media usage determined to be adversely related with self-esteem and significantly correlated with life satisfaction. Moreover, pathway investigation revealed self- esteem mediates the effects of abusive social media usage on life fulfillments.

Rey et al., (2011) as cited in Bibi et al., (2016), conducted an empirical study investigating adolescence emotional intelligence, self-esteem, and fulfillment in life. Base to their findings, life happiness is favorably connected with perceived emotional features, particularly mood clarity and recovery, and self-esteem is also significantly correlated with adolescent life satisfaction. Furthermore, youngsters who had a better vibe awareness and emotional restoration is probably to have favorable impact on evaluation in self process, increase self-esteem also on life happiness.

According to the study of Malle and Horowitz (1995) as cited in Bibi et al., (2016), People who have high self-esteem have a better perspective of themselves and are much more productive and mentally healthy than people with poor self-esteem. People's self-awareness is dependent on one's perspective, but other people's perceptions are also relevant.

According to Filippello et al., (2019), person who have high self-esteem set higher expectations for themselves

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and just only believe that they are good enough if they satisfy them, and results to develop self-esteem and academic involvement.

According to the findings of Ugwuanyi et al., (2020), emotional intelligence, self-esteem, and self-efficacy are strong predictors of student academic achievement in mathematics. As a result, emotional intelligence, self-esteem, and self-efficacy were found to be the most important indicators of learners' arithmetic achievement. Furthermore, students were encouraged to teach their friends how to improve their emotional intelligence, self-esteem, and self-efficacy.

Anxiety

Nadeem, Ali, and Zaidi (2012) as cited in Ajmal and Ahmad (2019), investigated the impact of anxiety on academic success at the University of Bahawalpur in Pakistan. A closer look at the results of this analytical data reveals that anxiety affects a student's academic performance. The results show that increased anxiety reduces academic performance in both boys and girls.

According to Pekrun et al., (2007) as cited in England et al., (2017), anxiety is an emotional and prospective sensation that encountered by students when they are afraid of failure (value) and are moderately convinced of their capability to control outcomes.

According to Zusho et al., (2003); Akgun and Ciarrochi, (2010); England et al., (2017), several other studies have shown that the lower the student's grade, the higher the level of anxiety they've got.

As mentioned to the study of England et al., (2019), although kids with social anxiety difficulties are more likely to have classroom communication anxiety, not all individuals who have contextual classroom communication anxiety also have persistent social anxiety. Test anxiety is a common concern that students have. It is the fear of receiving a poor grade.

According to Awadalla et al., (2020), they focused on the high prevalence of depression and anxiety among students, as well as the apparent negative impacts on academic research. They can have a negative impact on students' academic participation.

According to Gonzálvez et al., (2019), students who has excellent family functions were less anxious. Family function have a serious effect on trait anxiety and GAD, and discursively affected state anxiety. So that, stronger family function can help college students feel less anxious in the midst of this COVID19 pandemic.

Nail et al. (2015) surveyed with teachers and parents found that excessive anxiety is associated with poor grades and poor academic performance at school.

According to the study of Haller et al., (2015), anxiety has been reported to have a significant negative impact on academic success, grades, well-being, as well as other domains of the student.

The study of Ardan et al., (2020), the COVID19 outbreak has an influence on students practicing physical distance. Students are concerned about being exposed to COVID19, and so as a result, students are less capable of completing daily tasks, with much more than half experiencing mild to severe anxiety. Student's mental health is severely impacted when facing a public health crisis, and they demand attention and support from communities, families and higher education institutions to maintain physical distance.

According to the study of Ozdin and Ozdin (2020), regression analysis found that women's gender, living in urban areas, and have previous mental illness were risk factors for anxiety. Living in an urban area has been found to be a risk factor for depression. Moreover, women's gender, associated chronic illness, and history of mental illness were found to be a risk factors for health anxiety.

Bendau et al., (2021), stated to their study that people with mental illness, especially those with generalized anxiety disorder, are much more likely to experience pandemic-related mental distress, exaggerating potential threats. It may be evaluated and suggests that it needs to be addressed with prophylactic and therapeutic interventions.

Islam et al., (2020), mentioned that this study is the first to show that the effect of continuing pandemic in the majority of Bangladeshi college students were suffering from depression and anxiety. Academic, professional concern, and also financial anxiety plays a role in the rise in anxiety and depression among university students.

According to the findings of Jugo (2020), the findings revealed that communicative activities, corrective feedback, and interacting with English speakers cause significant anxiety among Filipino learners, but writing exercises, poor self-insight, and incomprehensible can cause moderate anxiety. Foreign language anxiety has a significant negative association with all kinds of anxiety, and simple regression analysis demonstrated that foreign language anxiety is a significant predictor of English competency.

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Ajmal and Ahmad (2019) discussed the consequence of distance learning, students experience high level of anxiety because of the distance and they cannot discuss or share their concerns with their teachers in day-to-day basis.

Self-Esteem And Anxiety

Pantic (2014, as cited in Jan et al. 2017) explained anxiety, depression, mental problems, and low self-esteem have all been caused by social networking sites, especially Facebook. Thus, Seema and Kumar (2018), social anxiety is negatively connected with adolescent student self-esteem. In addition, adolescent men's self-esteem was neither higher nor worse than those adolescent women.

According to the study of Murad (2020), a total of 334 Jordanian university students were examined by questionnaire for their self-esteem and social anxiety. The participants of this investigation had a low capacity of social anxiety and a high capacity of self-esteem. Furthermore, there was a negative significant correlation in the participants' self-esteem and their level of social anxiety.

Shamma (2015) conducted a study on self-esteem that associated to social anxiety of students during the first quarter of basic education in Homs, Syria. A sample of 426 students were tested for their social anxiety and self-esteem. The findings reveal, that the individuals' self-esteem and social anxiety were found to have a strong negative correlation. Moreover, there was no statistically significant difference in levels of social anxiety and self-esteem based on gender variables.

According to Alati (2015), the correlation between self-esteem and social anxiety among English freshmen were examined in a sample of 100 students. As a result, high level of self-esteem and low level of anxiety in participants were found. Furthermore, social anxiety and self-esteem among the participants used to have a negative correlation.

Cheung 2006 as cited in Murad et al., (2020), wants to figure out the factors that affects the level of social anxiety among Chinese college students. Moreover, it aims to know how social anxiety affects self-esteem. As a result, students who took night classes while working full-time during the day were shown to have a substantial level of social anxiety. Furthermore, the findings reveal social anxiety to have a statistically significant influence in participant's self-esteem.

Bajaj et al., (2019), investigated the mediating effect of self-esteem on the link between mindfulness,

anxiety and depression. The findings emphasized the significant part of self-esteem to mindfulness, which is advantageous effects on anxiety and depression.

Ela (2021), investigated on the link between speaking anxiety and success among UNISMA English Department students in second semester. Furthermore, the findings show that in a sample of 27 students from the UNISMA English Department, there is no link between two variables: students' speaking anxiety and their speaking achievement.

Basco and Han (2016), aimed to identify if there was a relationship in students' self-esteem, motivation, and anxiety. The results show that students' levels of self-esteem, motivation, and anxiety differed significantly depending on their gender and English competence. Men showed stronger self-esteem and motivation, as well as lower anxiety levels, than women. Furthermore, there is a link between self-esteem and motivation, with higher levels of self-esteem associated with greater motivation. On the other side, high levels of self-esteem are associated with low levels of anxiety.

Nguyen et al., (2019), social demographic factors linked to anxiety, depression, academic pressure, and suicidal ideas among secondary students in Vietnam are being investigated to determine the prevalence of low self-esteem. The study revealed that 19.4% of students found to have low self-esteem. Attending additional classes has a contributing cause for low self-esteem, but high academic burden, physical and emotional abuse by parents or other family members were the major possible factors. The study also reveals the statistically significant relationship in poor self-esteem and increased anxiety, depression, and suicidal ideas among students.

Methodology

Research Design

The researchers utilized correlational statistics to measure and characterize the degree of relationship between variables or sets of scores in this study (Creswell., 2012). They investigate for correlations between the characteristics of the respondents and their expressed behaviors and opinions (Marczyk et al., 2005).

Participants

During the school year 2021-2022, 194 senior high

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school students that currently enrolled in private school were used in this study. Because of the pandemic, the convenience sampling strategy was employed to gather the appropriate responders for this study using a Google form.

Instruments

The researchers utilized two standardized instruments to assess senior high school students' self-esteem and anxiety. Rosenberg Self-esteem Scale (RSS) and Depression, Anxiety and Stress Scale-21 (DASS-21) were the instruments that employ in this study.

The Rosenberg Self-esteem Scale (RSS) is a ten-item self-esteem questionnaire with a four-point Likert scale with an option strongly agree to strongly disagree. The mean square values with item infit were from 0.71 to 1.25, whereas the mean square values with item outfit varied from 0.71 to 1.26. The number difficulty levels were also reasonable; number 4 was the hardest, while number 10 was the easiest. The separation indices were acceptable, and the 4-point rating system was appropriate (Park & Park, 2019).

Furthermore, Depression, Anxiety and Stress Scale-21 (DASS-21), is a combination of three self-report questionnaires for assessing depression, anxiety, and stress. The sample of 240 medical students from the Lagos State University College of Medicine in Lagos, Nigeria, completed the depression anxiety and stress scale, state trait anxiety inventory, and self-rating depression scale. The accuracy, discriminative, concurrent, and convergent properties were investigated. Cronbach's alpha values of 0.81, 0.89, and 0.78 for the depression, anxiety, and stress scales, respectively, proved the DASS-21's reliability. Internal consistency, discriminative, concurrent, and convergent validity all ranked highly (Coker et al., 2018). Thus, the study utilized the anxiety subscale to measure the respondents' level of anxiety.

Procedure

The researchers used an online Google form with the consent of the respondents to collect data on relationship between self-esteem and anxiety. The survey comprises of twenty-five (25) questions, and it may take the respondents up to 20 minutes to complete. The confidentiality clause is stated on the form to protect the privacy of the participants. The researchers will collect the information after respondents complete the survey in order to obtain the statistics.

Ethical Consideration

The respondents are aware to the purpose of the survey that they answered. Therefore, the respondents were assured that whatever they answered on the survey would remain on the survey in order to preserve their privacy under the Data Privacy Act of 2012 (R.A. 10173), and that it would only be used for educational purposes.

Result

The study's findings were revealed in this part with the use of a research question. The Pearson correlation coefficient was calculated with the help of SPSS. With this, the mean and relationship between variables were measured and compared.

The Relationship between the Self-Esteem and Anxiety

This study investigates the relationship between self-esteem and anxiety. The statistical analysis revealed that the variables are significantly correlated, as shown in Table 1. By that, the null hypothesis is rejected.

Table 1
Relationship between Self-Esteem and Anxiety

CORRELATION		
	Self-Esteem	*Anxiety*
Self-Esteem	-	.125*
Anxiety	.125*	-

Based on the study by Nguyen et al., (2019), Self-esteem is linked to anxiety, depression, and academic pressure, which has a major impact on students' quality of life and is associated with suicidal thoughts. The findings point to the need for a university or internet information provision or services focused on effectively enhancing students' self-esteem and academic effective coping strategies.

Additionally, the investigation by Bairagi et al., (2021), mentioned that the majority of public university students came from rural areas with poor socioeconomic conditions and a lack of basic needs

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has a higher level of anxiety than those students from private universities. They are less worried because they do not have money or physical difficulties. Furthermore, their study also found that self-esteem and anxiety have a statistically negative relationship.

Discussion

The hardship of studying in the middle of the pandemic is very evident to students. Since we are in an isolation phase due to the COVID19 pandemic, people's ability has lessened. Because of students' workload, they have to deal with a lot of pressure because if they did not meet it their self-esteem lessened. Many students worry about their studies so anxiety is very frequent to them. Self-esteem and anxiety are two factors that can affect a student's academic performance negatively. Therefore, schools must understand and give consideration to students because this pandemic is already a burden to students. Hence, emphasizing the necessity of checking on students will assist them in regaining their self-esteem and helps them to lessen their anxiety.

Conclusion

Since we are facing a pandemic, the e-learning approach was implemented in a wide range of the world, especially in the Philippines. Thus, it is very visible that self-esteem and anxiety were affected because of e-learning. Hence, this study strongly recommends that teachers and university institutions give enough time and consideration to students' school-related activities that were investigated to be the reason for the students to have lower self-esteem and associated with their level of anxiety. Thus, mental health of the students especially their self-esteem and anxiety should be the first priority because it will affect all aspects of their lives most especially to their academic-related responsibilities. Moreover, parents and other family members also need to look and prioritize the conditions of students. To conclude, implementing a considerate and environmentally safe place for students can help them gain a high level of self-esteem and lessen their anxiety while dealing in such complicated form of learning.

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