

## The Self-Esteem and Its Correlation on the Anxiety of College Students During Online Learning Modality

Kylene Mateo\*, Raiza Mae Lajom, Laurice Joyce Vicente, Jhoselle Tus

For affiliations and correspondence, see the last page.

### Abstract

Changes in the way of living changed due to the COVID-19 pandemic, including education. Thus, to keep students learning during this situation, an online learning modality was implemented, affecting the nature of the traditional way of learning - where students cannot socialize and are frequently alone. Moreover, this study investigates the correlation between self-esteem and anxiety among college students. The results showed a significant relationship between self-esteem and anxiety ( $r=.121$ ) based on statistical findings.

**Keywords:** Anxiety, Self-esteem, Online Learning, College Students, COVID-19 Pandemic

### Introduction

Self-esteem is a person's subjective assessment of their value. It is dependent on our perceptions and beliefs about yourselves, which can be challenging at times. Thus, anxiety is characterized by a sense of doubt, fright, and unease (MedlinePlus, 2020). It can cause you to feel nervous, stressed, panic, and your heart tremble. It could be a typical reaction when someone experiences anxiety. Nowadays, because of the pandemic, many students in different countries, including the Philippines, are experiencing a struggle with the new normal education (online learning). In online learning, there's a possibility that may influence the self-esteem of the student and can develop social anxiety. According to Saadé, Kira, Mak, and Nebebe (2017), although there are plenty of gadgets and connection studies related to anxiety, they are somewhat uncommon. The essentials of academic performances as they are linked to anxiety are still controversial.

Furthermore, the outbreak of the COVID-19 caused the suspension of many facilities and Infrastructures like schools, churches, businesses, etc. People need to stay in their homes in quarantines (WHO, 2020). Because of the sudden outbreak, many people feel uneasy about their lives: Anxiety, Insomnia, Distress and Depression are among the most reported cases in many populations in the Philippines. According to Bao (2020), the mindset of the future teachers was being concerned because of their actions, way of thinking, and appearing to others. All of those concerns had a massive effect on the students and may have formed as a result of their experiences in new normal education. To maximize online education, student teachers need

the appropriate assistance and services in order to promote a positive attitude toward digital training, which contributes to increased self-esteem.

The study led by Dolgova, Grasmik, Nurtdinova, and Gamova (2021) stated that self-esteem and state anxiety are indeed correlated, based on the students' determination in terms of their academic performances. Moreover, the correlation among the variables, which is the poor self-esteem and anxiety among students in new normal education (online learning), may impact their mental health as a result of anxiety. However, Alam (2013) study that low self-esteem and anxiety are contradictory in terms of student academic performance.

According to Abdous (2019), some factors that are associated with the online learning experience of the students in terms of the demographics of students, their prior online experience and the students' feeling of anxiety to prepare in online learning and how they boost their confidence to succeed online. The researchers study self-esteem and anxiety to determine if the two variables have a relationship or not. In this study the possible contribution that will give to all the students is how they will see their own worth not as a student but as a person.

Meanwhile, Reyes, Amistoso, Babaran, and Bulaong (2017) showed that anxiety and lower self-esteem are prominent among Filipinos both youth and adults regardless of age. Therefore concluded the anxiety has a strong related correlation with self-esteem. On the other hand, Basco and Han 2016, articulated that excessive self-esteem and motivation are reported more positively to male students than female students according to English proficiency level.

Moreover, this study investigates the correlation between self-esteem and anxiety among college students. Thus, to know how the new normal of education affects the self-esteem of college students and how it affects the students' mental health to avoid having anxiety.

### Research Question

This study investigates the correlation between self-esteem and anxiety among college students. Specifically, this sought to answer the following question:

1. Is there a significant correlation between self-esteem and anxiety among college students?

## Literature Review

### Self-Esteem

Self-esteem is a person's subjective assessment of their value. It is dependent on our perceptions and beliefs about yourselves, which can be challenging at times. Thus, it moderately affects the learners' achievement. Based on the method used, 46 other research papers were assessed to determine the impact of the accomplishments on the students' self-esteem. The studies examined the moderator of the variables to the achievements, level of education, and customs of the students' country.

Chernysheva (2021) investigated how to prove the significance of social identity and self-esteem in virtual life. In this study, the students were divided into three groups to determine who were the students who spent a lot of time on social networks. And the results show that over 32 students spent 26 of their time using social networks for more than five hours a day. The study revealed the significance of identifying the characteristics of self-esteem.

According to Ogeyik (2019), student teachers speaking foreign languages find it difficult to practice due to various things that may affect the students to boost confidence to speak in foreign languages. The researchers used Rosenberg's self-esteem scale and other two strategies to measure the results of self-esteem to student teachers easily. Based on the initial outcome of Rosenberg's scale, 83% had low self-esteem. The possible solution to defeat the problems of low self-esteem among the learners' is to provide a friendly atmosphere inside the classroom to have an opportunity for the student teachers to interact with

other students.

The study lead by Bober, Gajewska, Czaprowska, and Swiatek (2021), showed the negative correlation between the shyness and self-esteem of how student present in front of others. Shyness has a part that affects people's self-esteem to feel uncomfortable to other people or to certain situations. However the researchers uncertainly implied the social communication can cause people to have a low and high self-esteem, which can modify their image.

The study of Yadav (2021), showed that self-esteem and Family environment among the college students were significantly and positively correlated to each other. Based on the samples of 100 college students including 50 males and 50 females students. The design they used to measure the study was selected using a purposive sampling technique. Family environment has a significant part to build the students confidence. The latest studies about self-esteem show that if the students have a good family environment, then the student self-esteem is better.

### Anxiety

Anxiety is yielded by gender factors (Khasawneh, Gosling, & Williams, 2021). Moreover, the study revealed that math anxiety is more predominant among females than male. On top of this, Meditation treatment and cognitive-behavioral programs have significant positive effects on the reduction of stress anxiety or depression of students. Further the educational stage, type of intervention and its duration are great potential factors that influence the effectiveness of its work on students.

Upon the outbreak of COVID-19, Jehi et al. (2018) conducted that anxiety went prevalent among students living rural life particularly for female students. The factors liable for the increase of anxiety were rooted in socio-economic travails and personal ordeals such as inadequate sleep and pessimism.

Fawaz and Samaha (2020) revealed that socially anxious students tend to abstain from getting into public places, getting active at night, and heading home right after school.

### Self-Esteem and Anxiety

According to Basco and Han (2016), when students were grouped by gender, significant disparities in self-esteem, drive, and anxiety was observed based on English capability level. Males reported more advanced self-esteem and drive, same as lower levels

of anxiety, especially in comparison to females. There was no noticeable difference when the children were classified by year. Self-esteem and motivation were shown to have a positive association, with high self-esteem connected with high motivation.

Xie, Xin, Chen and Zhang (2018) stated that there was no gender difference in math proficiency, but young women showed greater levels of arithmetic anxiety in comparison to younger guys. Furthermore, teenage men and women traveled distinct pathways from self-esteem to mathematics anxiety. In addition to an immediate influence on math anxiety, self-esteem had an unintended effect on math anxiety for young males, perceived behavioral control, academic stress, and general anxiety all play a role in this. Self-esteem had only an indirect relationship on math anxiety in young women since it was moderated by test anxiety and generalized anxiety. According to the findings, improved self-esteem, assessment anxiety, and general anxiety may improve pupils' numeracy anxiety.

The study lead by Mustafa, Melonashi, Shkembi, Besimi and Fanaj (2015), The Zung Self-Rating Anxiety Scale and the Rosenberg Self-Esteem Scale were used in Albanian translations. 12.9% of the Kosovo experiment experienced shows severe anxiety, while 14.3% (Albania) and 32.3% (Kosovo) of subjects had low self-esteem. In the Albanian sample did self-esteem and gender have a substantial negative relationship with anxiety. There were no significant variations in self-esteem between the countries, however Kosovo students had much greater levels of anxiety.

According to the study by Papasizis et al. (2013), the massive number of pupils (71.3%) had normal self-esteem and the majority of them thought current stress was light. There were no significant differences based on gender. The overwhelming number of pupils are (98.2%) said that they have a powerful religious and spiritual conviction, which was found to be substantially associated in despair, current anxiety, and anxiety as a personal characteristics are all negatively related with increased self-esteem.

Akinleke (2021) highlighted that kids with low anxiety had much higher GPAs than those with high level of anxiety, implying that self-esteem and students' academic success are correlated. Based on the results, educational stakeholders should implement plans and practices to aid students in the process of learning and mastering problems, since this would lead to improved educational outcomes.

A margin of 19.4% of students was found to have low

self-esteem according to Nguyen et al. (2019). Excessive educational stress and physical and emotional abuse by parents or other adults in the house were revealed to be important risk factors, whereas attending extracurricular classes was proven to be a contributing reason against poor self-esteem. Anxiety, depression, and suicidal thoughts have all been related to low self-esteem. Low self-esteem is connected to anxiety, sadness, and academic stress, which all have a negative impact on students' quality of life and are linked to suicide attempts. Based on these findings, a school-based or web-based program that proactively enhances children's self-esteem and ability to deal with academic stress appears to be necessary.

## Methodology

### Research Design

The study used descriptive correlational to identify the possible relationships between or among variables.

### Participants

The study participants consisted of 150 college students during the school year 2021-2022. The sampling that the researchers used in this study were the convenience sampling technique through Google form. This is a convenience sampling or non-probability sampling strategy, it is a strategy where the target population can meet the study's criteria (Etikan, 2016).

### Instruments

In collecting the data for this study, the research used Rosenberg Self-Esteem Scale and Depression, Anxiety and Stress Scale. The Rosenberg Self-Esteem Scale widely used self-assessment instrument. Item response theory was used to investigate and determining an individual's self-esteem. This is a 10-item scale that measures both positive and negative feelings to determine overall self-worth, negative thoughts concerning oneself. The scale is estimated to be one-dimensional, all items are graded on a 4-point Likert scale, with answers ranging from strongly agree to disagree strongly.

On the other hand, the Depression, Anxiety, and Stress Scale - 21 Items (DASS-21) is a set of three self-report scales designed to assess depression, anxiety, and stress. Depression, anxiety, and stress are all emotional states that can be measured. The study utilized the anxiety subscale only to measure the respondents' level

of anxiety.

## Procedures

Before administering the instruments, the researchers were given the opportunity to ask permission to the participants to give their approval by choosing Agree or Disagree, if they wished to take part in the study. They were requested to fill in the blank with the necessary information, follow the instructions, and answer the statement truthfully. The respondents were also assured for their privacy and confidentiality is safe.

An online survey form was created using the Rosenberg Self-Esteem Scale to collect data from specific respondents, which included 10 self-esteem questions and 7 questions from the DASS-21. The respondents' access to the survey form to be filled out is contingent on their agreement to participate.

## Ethical Consideration

The researchers conducted a study that involved college students in the Philippines regarding their feeling toward themselves. The researchers ensured that these studies were following the five ethical standards regarding integrity, anonymity, confidentiality, Voluntary participants, and informed consent of the respondents (Bhandari, 2021). But, before the researchers continued to conduct the study, they first asked for permission and guidance from their research professor. However, the researchers conducted the data gathering through Google form to follow and regulate the protocols and the safety of the involved people in this study, since there are still a pandemic that need to be avoided.

## Result

This section shows the result of our research findings gathered by the researchers. The Pearson correlation coefficient was also calculated using SPSS. The comparison and determination of the mean and the relationship between variables were completed as a result of this.

### *Relationship between Self-esteem and Anxiety*

This study investigates the correlation between self-esteem and anxiety among college students. Based on the outcome of the statistical analysis in Table 1, self-esteem and anxiety have a significant relationship ( $r=.121$ ). Therefore, the null hypothesis is rejected.

Table 1

*Relationship between Self-Esteem and Anxiety*

CORRELATION		
	<i>Self-Esteem</i>	<i>Anxiety</i>
<i>Self-Esteem</i>	-	.121*
<i>Anxiety</i>	.121*	-

In connection to the study's findings, Marcela, Robert, and Martin (2019) stated a significant, predictable relationship between self-esteem and anxiety. Also, Bairagi, Saha, Muhammad, Tiwari, and Rubel (2021) highlighted that self-esteem and anxiety were substantially associated ( $r=-.32$ ).

## Discussion

Based on the results of the participant response, self-esteem and anxiety are substantially correlated with each other. The new normal can be why students struggle with self-esteem and anxiety. The findings revealed that anxiety rises as self-esteem becomes low. On the other side, some students become more comfortable, convenient and productive because of the said situation.

Furthermore, institutions should consider their students' health to avoid such complications. School work should be manageable for students also to have time for themselves. It should not be pressuring and overloading, causing the students to have anxiety if they are still that efficient and questioning their abilities, eventually affecting their self-esteem.

## Conclusion

Amidst the COVID-19 pandemic the current situation on the education system in the Philippines were also affected, especially the self-esteem of the students that resulted from anxiety. As the statistical analysis results, self-esteem and anxiety are correlated with each other, which means that the more students experience anxiety, the more their self-esteem gets affected.

The number of respondents was the basis of the study to determine the capacity of each college student to have high self-esteem and avoid anxiety. One factor is the new normal learning that we've been experiencing



right now because of the pandemic. Students were forced to enroll and fit in the new normal and didn't have time to prepare themselves and adjust about the situation. Some do affect their productivity because of the responsibility they've had to do at the same time at home.

Therefore, the researchers suggest that parents always check their children to know the inner thoughts of their children through talking to them about their daily lives, supporting them, and giving them advice. For the students, the researchers suggest doing something that can make them happy to help them calm down.

## References

- Abdous, M. (2019). Influence of satisfaction and preparedness on online students' feelings of anxiety. *The Internet and Higher Education*, 41(1), DOI:10.1016/j.iheduc.2019.01.001.
- Bairagi, Saha, Muhammad, Tiwari and Rubel (2021) Self-esteem and Anxiety among University Students: Comparison between Public and Private University in Bangladesh. *Journal of Psychological Research* 16(1):151- 160. DOI:10.32381/JPR.2021.16.01.14.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(11). DOI:10.1002/hbe2.191.
- Basco, L.M., & Han, S. (2016). Self-esteem, Motivation, and Anxiety of Korean University Students. *Journal of Language Teaching and Research*, 7(6): 1069. DOI:10.17507/jltr.0706.02.
- Bhandari, P. (2021). Ethical Considerations in Research | Types & Examples.
- Bober, A., Gajewska, E., Czaprowska, A., Świątek, A.H., & Szcześniak, M. (2021). Impact of Shyness on Self-Esteem: The Mediating Effect of Self-Presentation. *International Journal of Environmental Research and Public Health*, 19(230). DOI:10.3390/ijerph19010230.
- Chernysheva, T. (2021). Identity And Self-Esteem Of Student Youth In The Digital Age. *International Scientific and Practical Conference «Man.Society.Communication»*. DOI:10.15405/epsbs.2021.05.02.176.
- Cherry, K. (2021). What is Self-Esteem?
- Dianito, A.J., Espinosa, J., Duran, J., & Tus, J. (2021). A Glimpse into the Lived Experiences and Challenges Faced of PWD Students towards Online Learning in the Philippines Amidst COVID-19 Pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*. 7 ( 1 ) DOI:10.6084/m9.figshare.14033435.v1.
- Dolgova, V. I., Grasmik, E. A., Nurtdinova, A. A., & Gamova, E. M., (2021). Correlation Between Self-Esteem And State Anxiety In Professional Self-Determination Formation. doi:10.32014/2021.2518-1467.81.
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics* 5(1):1. DOI:10.11648/j.ajtas.20160501.11.
- Fawaz, M., & Samaha, A.A. (2020). E-learning: Depression, anxiety, and stress symptomatology among Lebanese university students during COVID-19 quarantine. *Nursing Forum*, 56(3).DOI:10.1111/nuf.12521.
- Jehi, T.R., Khan, R., Dos Santos, H., & Majzoub, N. (2022). Effect of COVID-19 outbreak on anxiety among students of higher education; A review of literature. *Current Psychology*. DOI:10.1007/s12144-021-02587-6.
- Jiang, R., Liu, R., Star, J., Zhen, R., Wang, J., Hong, W., Jiang, S., Sun, Y., & Fu, X. (2020). How mathematics anxiety affects students' inflexible perseverance in mathematics problem-solving: Examining the mediating role of cognitive reflection. *British Journal of Educational Psychology*, 91(1). DOI:10.1111/bjep.12364.
- Khasawneh, E., Gosling, C., & Williams, B. (2021). What impact does maths anxiety have on university students? *BMC Psychology*, 9(1). DOI:10.1186/s40359-021-00537-2.
- Körük, S. (2017). The Effect of Self-Esteem on Student Achievement. The Factors Effecting Student Achievement. DOI:10.1007/978-3-319-56083-0\_15.
- Lubis, A., Ritonga, A., Hia, Y., & Nasution, A.A. (2020). Online Learning Design At Higher Education: An Example From Mathematics Classroom. *Journal of Physics Conference Series*, 1462(1):012004. DOI:10.1088/1742-6596/1462/1/012004.
- Marcela, V., Robert, T., and Martin, D. (2019) Anxiousness, Self-esteem, and Anxiety: Which Variable is a Predictor?
- McCombes, S., & Bhandari, P. (2022). Research Design | A Step-by-Step Guide with Examples.
- MedlinePlus (2021). Anxiety.
- Mustafa, S., Melonashi, E., Shkemi, F., Besimi, K., & Fanaj, N. (2015). Anxiety and Self-esteem among University Students: Comparison between Albania and Kosovo. *Procedia -Social and Behavioral Sciences*, 205: 189–194. DOI:10.1016/j.sbspro.2015.09.057.
- Nguyen, D.T., Wright, P., Dedding, C., Dham, T.T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: a cross-sectional study. *Frontiers in Psychiatry, section Public Mental. Frontiers in Psychiatry*, 10. DOI:10.3389/fpsyt.2019.00698.
- Ögeyik, M.C. (2019). How to boost self-esteem of student teachers in speaking skills? How to boost self-esteem of student teachers in speaking skills? *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal* 2015, 4(3), 186-203.
- Olaitan, A. (2012). An Investigation of the Relationship between Test Anxiety, Self Esteem and Academic Performance among Polytechnic Students in Nigeria. *International Journal of Computer Applications*, 51(1):47-50. DOI:10.5120/8010-1376.
- Papazisis, G., Nicolaou, P., Tsiga, E., Christoforou, T., & Krepia, D.S. (2013). Religious and spiritual beliefs, self-esteem, anxiety, and depression among nursing students. *Nursing and Health Sciences*, 16(2). DOI:10.1111/nhs.12093.
- Perante, L., Solmiano, E.M., Lunesto, J.P., Malicdem, J., Malaca,

J.M., & Tus, J. (2021). Mag-Aral ay Di 'Biro: A Phenomenological Study on the Lived Experiences of the Students on Blended Learning Amidst COVID-19. *International Journal Of Advance Research And Innovative Ideas In Education*. 7(1). DOI:10.6084/m9.figshare.13717864.v1.

Reyes, M.E.S., Amistoso, M.N.G., Babaran, C.A.C., & Bulaong, G.B.M. (2017). Death anxiety and self-esteem of Filipino youths and older adults. *North American Journal of Psychology*, 19(2): 435-450.

Saadé, R. G., Kira, D., & Nebebe, F., (2017). Anxiety & Performance in Online Learning, (pp. 147-157).

Tee, M.L., Tee, C.A., Anlacan, J.P., Aligan, K.J.G., Reyes, P.W.C., Kuruchittham, V., & Ho, R.C. (2020). Psychological impact of COVID-19 pandemic in the Philippines. *Elsevier Public Health Emergency Collection*. doi: 10.1016/j.jad.2020.08.043.

Tus, J. (2020). Self – Concept, Self – Esteem, Self – Efficacy and Academic Performance of the Senior High School Students. *International Journal of Research Culture Society*, 4(10). <https://doi.org/10.6084/m9.figshare.13174991.v1>

Tus, J. (2021). Amidst Covid-19 Pandemic: Depression, Anxiety, Stress, and Academic Performance of the Students in the New Normal of Education in the Philippines. *International Engineering Journal for Research & Development*, 6(ICMRD21), 13. <https://doi.org/10.6084/m9.figshare.14775339.v1>

Tus, J., Artiola, A., Ramos, E., & Domalaon, J. (2021). The New Normal of Education: Depression, Anxiety, Stress and Academic Performance of Tertiary Students. *International Journal of Advance*

*Research And Innovative Ideas In Education*. 7. 2021. 10.6084/m9.figshare.15086250.v1.

Xie, F., Xin, Z., Chen, X., & Zhang, L. (2019). Gender Difference of Chinese High School Students' Math Anxiety: The Effects of Self-Esteem, Test Anxiety and General Anxiety. *Sex Roles*, 81(3-4). DOI:10.1007/s11199-018-0982-9.

Yadav, S., & Srivastava, S.K. (2021). A Study Of Self Esteem And Family Environment Among College Students. *An International Bilingual Peer-Reviewed refereed Research Journal*. (Page Nos. 99-104).

## Affiliations and Corresponding Information

Corresponding: Kylene Mateo  
Email: [mateokylene@jilcf.edu.ph](mailto:mateokylene@jilcf.edu.ph)

**Kylene Mateo:**  
Jesus Is Lord Colleges Foundation, Inc.

**Raiza Mae Lajom:**  
Jesus Is Lord Colleges Foundation, Inc.

**Laurice Joyce Vicente:**  
Jesus Is Lord Colleges Foundation, Inc.

**Jhoselle Tus:**  
Jesus Is Lord Colleges Foundation, Inc.