

Relationship Between Coping Styles, Self Esteem and Perfectionism Among College Students

Amandeep Kaur^{1*}, Dr. Babita Prusty²

ABSTRACT

The study aimed to explore the relationship between coping styles, self-esteem, and perfectionism. It divided coping styles into problem-focused, emotion-focused, and avoidance-focused coping styles. The study Hypothesized that there would be a significant relationship between coping styles, self-esteem, and perfectionism. A sample of 124 College students were selected through convenience sampling and quantitative model of research design was used. The results revealed that individuals with problem-focused coping styles had higher self-esteem, while those with high emotion-focused and avoidance-focused coping strategies tend to have lower levels of self-esteem. The correlation between perfectionism and coping styles was also positive, suggesting that improper management of any coping style can lead to perfectionism. However, there was an inverse relationship between self-esteem and perfectionism, indicating that individuals with high self-esteem tend to have less perfectionistic traits or cognitions. The study concluded that there is a significant relationship between coping styles, self-esteem, and perfectionism, and that self-esteem and perfectionism are significant predictors of coping styles. Therefore, the use of healthy and adaptive coping strategies can help individuals challenge perfectionistic impulses, increase self-esteem, and improve psychological well-being.

Keywords: Coping Styles, Self Esteem, Perfectionism, Problem Focused Coping, Emotion Focused Coping, Avoidance Focused Coping, College Students

COPING STYLES

Coping mechanisms are strategies used to manage stress, both internally and externally. They involve deliberate actions against stressors, unlike defense mechanisms, which are unconscious and instinctive responses. These strategies are typically consistent traits and are influenced by the demands and changes in our lives. Chronic stress can have long-lasting negative effects. Coping mechanisms are essential for recognizing, evaluating, and controlling stresses. However, coping techniques vary among individuals, and one coping strategy may not be suitable for everyone. Gender disparity in coping mechanisms is notable, with women tending to use less analytical coping strategies and more emotional and avoidance coping.

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Psychodynamic theories suggest that coping strategies are automatic reactions based on unconscious processes and Freudian beliefs. Cognitive-behavioral theories emphasize the connection between beliefs, emotions, and behaviors. Albert Ellis' Rational Emotive Behavior Therapy (REBT) addresses irrational thinking patterns leading to negative emotions, while Aaron Beck's Cognitive Therapy helps identify and modify maladaptive thought patterns. Lazarus' transactional model of stress and coping suggests that stress is a dynamic process influenced by an individual's interactions with their environment. Albert Bandura's Social Cognitive Theory emphasizes the role of social modeling and observational learning in coping mechanism development. There are several types of coping mechanisms: Active Coping, Problem-Focused Coping, Avoidant Coping, and Emotion-Focused Coping. Active coping involves identifying the source of stress and seeking solutions to eliminate it, Problem-focused coping strategies aim to solve or eliminate stress by directly addressing the problem, Avoidant coping methods ignore stressors or find potential solutions, and Emotion-focused coping strategies focus on comfort and emotions.

SELF ESTEEM

Self-esteem is a crucial aspect of our self-worth and significance, influenced by our perceptions, convictions, potentials, and constraints. It can be classified into three types: Very Strong Self-Esteem, Very Low Self-Esteem, and Healthy Self-Esteem. Poor self-esteem can lead to difficulties in decision-making, fear of failure, and avoidance of taking risks. Studies show that those with higher self-esteem are more likely to adopt healthy habits and are less prone to take risks. Mechanisms of poor self-esteem include all or none thinking, overgeneralization, mental filtering, Disqualifying the Positives, leaping to unfavorable conclusions, mistaking sentiments for facts, and personalizing everything. Maslow's Hierarchy of Needs emphasizes the importance of self-worth and self-esteem as psychological needs, while Rogers' Self-Concept Theory suggests the congruence between one's actual self and their ideal self is crucial for self-esteem growth. Social Identity Theory suggests self-worth is influenced by individual accomplishments and group memberships, with perceived value and authority in societal groups affecting self-esteem. Crocker and Wolfe's Contingencies of Self-Worth Theory suggests that self-worth is influenced by various factors, with good academic self-worth leading to increased confidence, while academic failures can lead to a decline in self-esteem.

PERFECTIONISM

Perfectionism is a trait which is often described by the urge to be flawless and the tendency to set unrealistic standards for oneself and others. Healthy perfectionism can inspire success, while unhealthy perfectionism can cause misery. Perfectionists hold irrationally high standards for themselves and others, often identifying faults and criticizing mistakes. They may delay projects due to fear of failure, don't appreciate compliments, and seek approval from certain people. This unhealthy perfectionism can make relationships less satisfying and increase conflict. Perfectionism comes in different forms: individual expectations perfectionism, judgmental perfectionism, and socially determined perfectionism. Individual expectations perfectionism is self-imposed motivation, while judgmental perfectionism is self-critical and can lead to negative feelings. Socially determined perfectionism is the pressure for being best in fields like law, medicine, and architecture, which can lead to increased stress, pessimism, and a risk of suicide. Causes of perfectionism include excessive expectations and standards, family or environmental impacts, fear of failing or criticism, cognitive variables, personality qualities, comparative social analysis, childhood experiences with conditional acceptance, and physiological and genomic factors. Excessive expectations and standards can drive individuals to set high standards, while family or environmental

influences can internalize certain cues or behaviors, leading to perfectionistic mindsets. Personality traits like conscientiousness and orderliness can also contribute to perfectionism.

REVIEW OF LITERATURE

Cawood and Huprich (2011) investigated the relationship between nonsuicidal self-injury (NSSI) in late adolescence and factors like Coping Style, Self-Esteem, and personality pathology. It found that NSSI was linked to various personality disorders, Emotional coping styles, and Self-Esteem. The results suggested that Emotional Coping and self-esteem mediated the relationship between various personality disorders and NSSI.

Fuente and his colleagues. (2020) conducted a study on the relationship between university students' achievement emotions, coping strategies, and engagement-burnout in three learning situations: classroom, study time, and testing. The study found that positive emotions would lead to problem-focused coping strategies and emotional engagement, while negative emotions would lead to emotion-focused strategies and burnout. The study involved 654 university students who completed validated questionnaires. The results supported the proposed theoretical relations, with the testing situation being particularly interesting. The study has implications for perfectionism research and the practice of prevention, education, and healthcare in university settings.

Kang and his Colleagues. (2020) analyzed the impact of perfectionism and Coping styles on career stress and indecision among Korean college students. The research found four latent classes: class 1, which increased career indecision, class 2, which increased stress, class 3, which increased stress and indecision, and class 4, which decreased stress and indecision. The study also found that self-esteem played a differentiating role between class 1 and class 2, and class 1 and class 3. Additionally, avoidance-oriented coping style helped distinguish class 1 from class 3. The study suggests that career counselors should be aware of the varying impact of perfectionism sub-traits on career-related issues and that self-esteem and coping styles may moderate the effects of perfectionism on career-related concerns.

Larijani and Besharat (2010) study examined the link between perfectionism and coping styles in stress situations. The study involved 378 participants who completed the Positive and Negative Perfectionism Scale and the Tehran Coping Styles Scale. Results showed positive perfectionism was associated with problem-focused and positive emotional-focused coping styles, while negative perfectionism was associated with both problem-focused and negative emotional-focused coping styles.

Luo and his associates (2016) investigated the link between perfectionism and school burnout in Chinese adolescents. The study involved 1222 middle school students and found that self-esteem and Coping Style partially mediate the relationship. Maladaptive perfectionism positively impacted school burnout, while adaptive perfectionism negatively. Self-esteem and emotion-oriented coping styles had sequential mediating effects.

Mingorance et al. (2019) explores the impact of age on coping strategies used by breast cancer patients, using the Rosenberg Self-Esteem scale and COPE-28 scale. Results show that active coping is the predominant strategy, with age-mediated associations between self-esteem scores and specific coping strategies like positive reframing, acceptance, and emotional support. Understanding this relationship can inform psychological interventions to enhance quality of life for breast cancer patients.

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The study by Vanstone and Hicks (2019) explores the relationship between test anxiety and coping styles among first-year university students. It used Spielberger and Vagg's transactional process model and 148 participants from south-east Queensland universities. Results showed that adaptive/maladaptive perfectionism affects test anxiety levels through Avoidant Emotion-focused coping. Students with adaptive perfectionism experienced lower test anxiety, while those with maladaptive perfectionism were more prone to anxiety.

Varescon and his associates (2013) found that psychological factors significantly influence smoking behavior in pregnant women who smoke. The study found that smokers had lower self-esteem, higher psychological distress, anxiety, and a greater tendency to use emotion-focused coping. Self-esteem was also a significant predictor of problem-focused coping. The findings suggest the need for targeted support for women attempting to quit smoking.

Zhang et al. (2012) studied the relationship between maladaptive perfectionism and depression in 412 Chinese undergraduates. They found that negative and positive coping partially mediate the connection, while positive coping also partially mediates the relationship. The study highlights the need for counseling interventions and suggests future research.

METHODOLOGY

Aim

To Find the relationship between Coping Styles, Self Esteem and Perfectionism in College Students.

Rationale

This study aims to address the deteriorating mental health condition among college students by identifying and understanding their maladaptive coping strategies. It aims to bridge a knowledge gap by examining the interaction of Coping Styles, Self-esteem, and Perfectionism. The study also provides culturally significant insights by examining how the collective culture of India, particularly northern India, impacts these variables. It also aims to break the perfectionism paradox, as students of Delhi NCR's focus or pressure for academic success may lead to harmful perfectionism coexisting with unbalanced self-esteem, requiring careful investigation.

This study also recognizes the fact that our participants, who are college students now, are also the same students who were enrolled in school/college during the Covid-19 pandemic as well. This suggest that the lockdown likely have affected their coping styles, given that they were studying during the challenging period. Thus this study can also prove to be a crucial literature to study about Post- Covid effects on students. The general impact of Covid-19 might have also influenced their mental health, coping strategies, and self-esteem, possibly leading to the development of perfectionistic tendencies. This study provides valuable insights into the difficulties faced by Delhi NCR students during the current endemic.

Objectives

The objective of the present study is as below,

- To Assess the relationship between Coping Style, Self Esteem and Perfectionism.
- To Assess the impact of Coping Styles on Self Esteem and Perfectionism
- To find the most prevalent Coping style among college Students
- To assess the levels of Self Esteem among College Students

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- To assess the tendency of perfectionism or perfectionistic cognitions in College Students

Hypothesis

- Hypothesis 1 (H1): There would be a significant Relationship between Coping Styles, Self Esteem and Perfectionism among College Students
- Hypothesis 2 (H2): Self Esteem and Perfectionism would be a Significant Predictors of Coping Styles

Variables

In a study, variables fall into two categories: independent and dependent. The independent variables identify the reason behind the change. It is independent of the other factors in terms of value. The outcome of the change is determined by the dependent variables. In this study, perfectionism and self-esteem are the dependent variables (DV), whereas coping style is the independent variable (IV).

Description of Sample

The sample of n=124, was collected through the method of Convenience sampling. The participants belonged to the region of Delhi NCR. All of the participants were aged between 17-28 Years who were pursuing some courses in universities.

Description of Tools

3 Psychological Scales were used as a tool of enquiry in this research. These Scales were used to measure and assess 3 variables of the study- Coping Style, Self esteem and Perfectionism.

- **Brief Cope Scale-** The Brief Cope Scale, developed in 1989 by Carver, Scheier, and Weintraub- is a self-report tool used to assess coping methods. It consists of 28 items divided into 14 subscales and has strong internal consistency. Cronbach's alpha ranges from 0.72 to 0.84 for dementia patients' caregivers and from 0.55 to 0.75 for individuals with acquired brain impairment. Alpha levels for those caring for advanced cancer patients range from 0.54 to 0.91. Test-retest reliability is good, with intraclass correlation values for dementia caregivers ranging from 0.44 to 0.72 over a two-year period.
- **Rosenberg's Self Esteem Scale-** Morris Rosenberg created the 10-item Rosenberg's Self-Esteem Scale in 1965, and it is a popular tool for determining a person's degree of self-esteem. The scale's broad acceptance can be attributed to its simplicity, clarity, and consistency across a range of groups. Strong test-retest correlations of 0.77–0.88 and undefined Cronbach's alpha values across several samples are indicated by reliability and validity studies, indicating excellent dependability. The scale exhibits a unidimensional structure in addition to a two-factor structure (self-deprecation and self-confidence). 5,024 juniors and seniors in New York State's high schools provided the original data.
- **Perfectionism Cognition Inventory-** In 1998, Flett and associates created the Personality and Social Indicator (PCI), which was confirmed by 747 college students. The scale's high level of internal consistency suggests that variations in psychological distress may be explained. Variations in depression and anxiety were explained by PCI in a clinical sample of 258 mental patients. The community sample was split up into age categories; the mean score for the 18–25 age group was 42.15, while the mean score for the 26–45 age group was 36.30. The mean score for the clinical sample was 44.89.

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Procedure

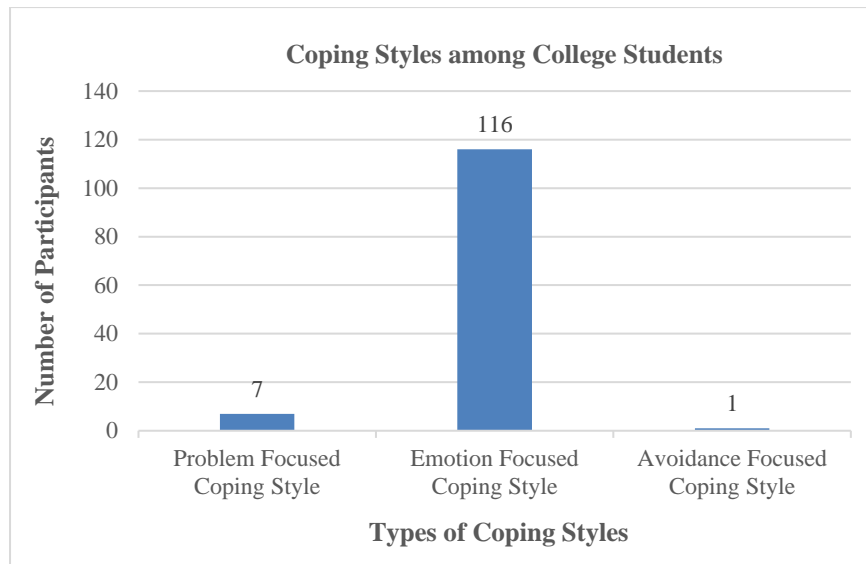
The study used a Correlational descriptive quantitative research technique to collect data on coping styles, perfectionism, and self-esteem among college students in Delhi NCR, India. The convenience sampling approach was used, and a Google form containing all scales was sent to participants. The study involved explaining the topic, answering queries, and informed consent. A questionnaire was sent for respondents to complete. The mean and standard deviation of all three scales were calculated, and correlations were found among them. The significance of the data was further tested through ANOVA and Multiple Regression. The study aimed to understand the relationship between coping styles, perfectionism, and self-esteem among college students. Further details of specific relationships among study variables will be discussed in subsequent sections.

RESULT AND DISCUSSION

Table 1- Incidence of Variables in College Students

Table 1.1 Occurrence of Coping Styles among College Students

Coping Styles	Occurrence in Participants
Problem Focused	7 (5.64%)
Emotion Focused	116 (93.54%)
Avoidance Focused	1 (0.80%)
Total	124

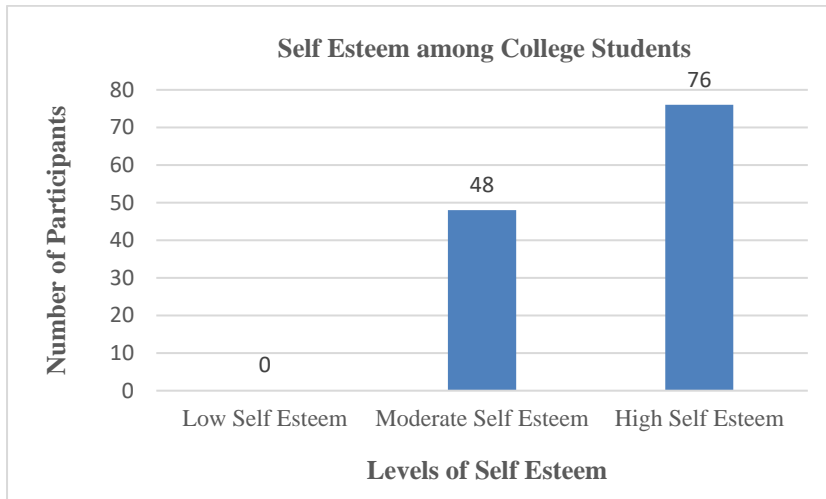


The study found that 93.54% of college students use Emotion Focused Coping Style, which includes humor, self-blame, acceptance, venting, and emotional support. Only 7 use Problem Focused Coping, which includes constructive reframing, planning, active coping, and informational assistance. Only 1 use Avoidance Focused Coping, which involves self-distraction, denial, substance abuse, and behavioral disengagement. These findings suggest that Emotional Focused Coping is the most commonly used coping strategy among college students.

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Table 1.2 Levels of Self Esteem among College Students

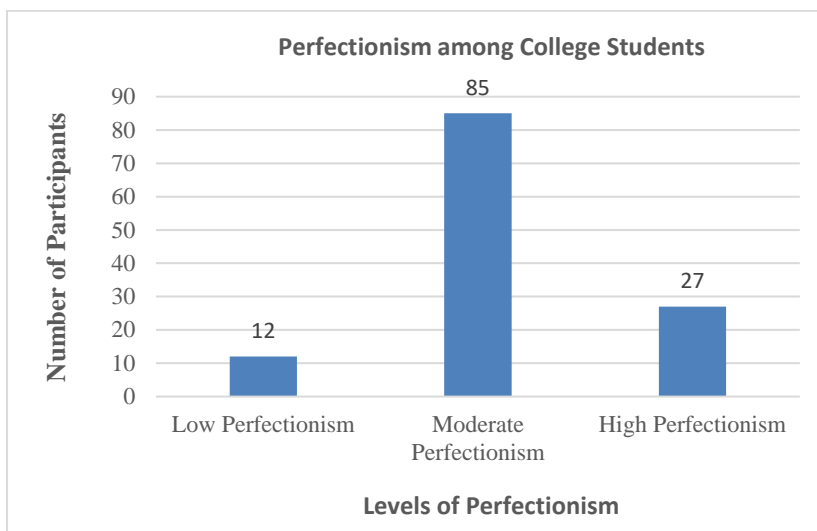
Level of Self Esteem	Occurrence in Participants
Low (Scores 1-13)	0
Moderate (Scores 14-26)	48 (38.70%)
High (Scores 27 and Above)	76 (61.29%)
Total	124



In a sample of 124 Participants, none of them reported a Low Score (1-13) on this Score (the minimum score which we got was 15). 48 Participant reported Moderate Self Esteem (Scores between 14-26), whereas 76 Participants reported High Self Esteem (with Scores ranges from 27 and above). This means that most of our participants in our study posses a High Self Esteem. Thus, we can say that college students have a high level of Self Esteem in general.

Table 1.3 Levels of Perfectionism among College Students

Levels of Perfectionism	Occurrence In Participants
No/Low (Scores Between 0-33)	12 (9.67%)
Moderate (Scores Between 34-66)	85 (68.54%)
High (Scores Between 67-100)	27 (21.77%)
Total	124



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The scores of Perfectionistic Cognitions Inventory can range from 0-100 (a higher score indicates higher tendency to perfectionistic cognitions and vice versa). The Lowest Score which was reported by our Sample was 10, and while the highest being 92. We need to remember that higher the scores can mean higher perfectionistic cognition (or traits) in an Individual's Behaviour.

The findings suggest that 9.67% have No/ Low Perfectionistic Cognitions, 85 (68.54%) Moderate and 27 Participants or 21.77% reported to have High perfectionistic Cognitions. This means that they have a high tendency of automated perfectionistic thoughts which might lead to actions which are perfectionistic in Nature.

Table 2 Descriptive Statistics

Table 2.1 Mean and Standard Deviations of all variables scores among College Students

	Problem Focused	Emotion Focused	Avoidance Focused	Self Esteem	Perfectionism
Mean	21.15322581	28.78225806	15.61290323	28	52.33870968
Median	22	29	15	28	50
Mode	22	30	11	29	49
Standard Deviation	4.118260654	5.183715094	4.005503688	5.114939064	16.06738205

The table explains Central Tendencies, including mean, median, mode, and standard deviation. It reveals the mean for problem-focused coping styles, mean for emotion-focused styles, mean for avoidance-focused styles, mean for self-esteem, and mean for perfectionism. The mean for problem-focused coping styles is 21.153, median is 22, mode is 22, and standard deviation is 4.118. The mean for self-esteem is 28, median is 29, and standard deviation is 5.114

Table 3- Correlations

3.1 Correlation Between Coping Styles and Self Esteem

Table 3.1.1 Correlations between Problem focused Coping and Self Esteem

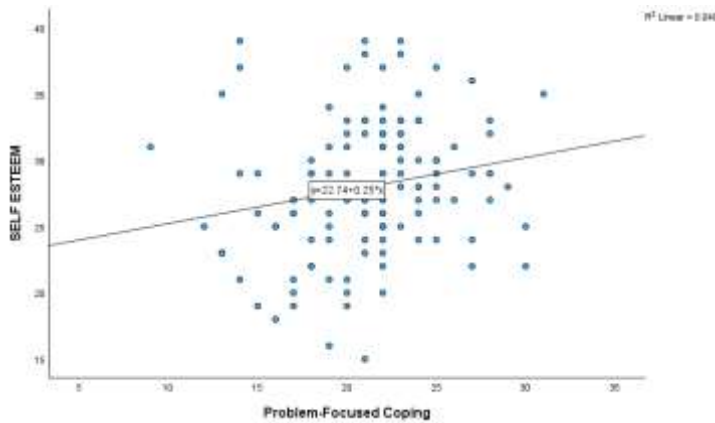
Correlations

		Problem-Focused Coping	Self Esteem
Problem-Focused Coping	Pearson Correlation	1	.200*
	Sig. (2-tailed)		.026
	Sum of Squares and Cross-products	2086.089	519.000
	Covariance	16.960	4.220
	N	124	124
Self Esteem	Pearson Correlation	.200*	1
	Sig. (2-tailed)	.026	
	Sum of Squares and Cross-products	519.000	3218.000
	Covariance	4.220	26.163
	N	124	124

*. Correlation is significant at the 0.05 level (2-tailed).

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Figure 1 Scatter Diagram of Correlation between Problem Focused Coping Style and Self Esteem



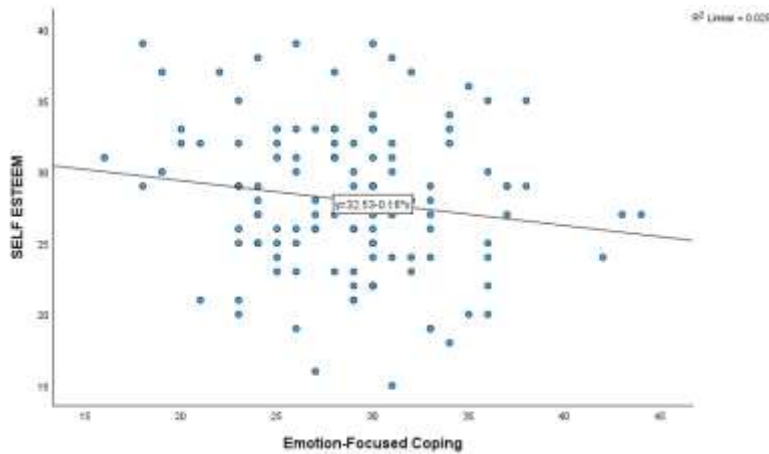
The linear relationship between two continuous variables' strength and direction are measured by Pearson correlation. Effect magnitudes in psychological research are interpreted using Cohen's (1988) guidelines. We observed the association between two variables—problem-focused coping style and self-esteem—in the above table. A value of 0.200 was determined for the Pearson's Correlation. This indicates that the two variables have a small but positive correlation with one another. A p-value is a technique used in inferential statistics to assess test significance. If the p-value is less than .01, the results are considered statistically significant; if it is less than 0.05, they are considered highly statistically significant. In this case, our findings are significant at the 2-tailed 0.05 level. The relationship between two variables as it varies is measured by covariance. It is calculated as the standard deviations of the two variables multiplied by their covariance. There are three possible states of covariance: positive, negative, or zero. When two variables have a positive correlation, they often rise or fall in the same direction. According to Table, there is a positive Covariance of 16.960, which suggests that both variables are moving in the same direction.

Table 3.1.2 Correlation Between Emotion Focused Coping Style and Self Esteem among College Students
Correlations

		Emotion- Focused Coping	Self Esteem
Emotion-Focused Coping	Pearson Correlation	1	-.159
	Sig. (2-tailed)		.077
	Sum of Squares and Cross-products	3305.121	-520.000
	Covariance	26.871	-4.228
	N	124	124
Self Esteem	Pearson Correlation	-.159	1
	Sig. (2-tailed)	.077	
	Sum of Squares and Cross-products	-520.000	3218.000
	Covariance	-4.228	26.163
	N	124	124

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Figure 2 Scatter Diagram of Correlation between Emotion Focused Coping and Self Esteem



Pearson correlation measures the strength and direction of a linear relationship between two continuous variables. In this case, Emotion Focused coping Style and Self Esteem, the Pearson's correlation was -0.159, indicating a weak negative correlation. Covariance measures the relationship between variables, with a negative correlation of -4.228 indicating inverse direction.

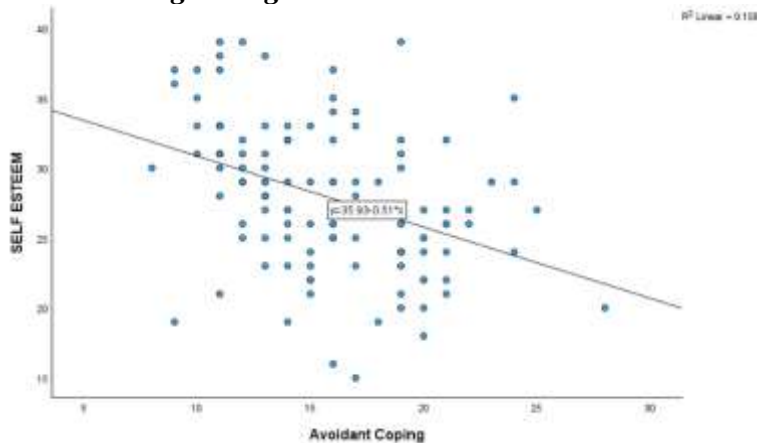
Table 3.1.3 Correlation Between Avoidance Focused Style and Self Esteem among College Students

Correlations

		Avoidant Coping	Self Esteem
Avoidant Coping	Pearson Correlation	1	-.398**
	Sig. (2-tailed)		<.001
	Sum of Squares and Cross-products	1973.419	-1002.000
	Covariance	16.044	-8.146
	N	124	124
Self Esteem	Pearson Correlation	-.398**	1
	Sig. (2-tailed)	<.001	
	Sum of Squares and Cross-products	-1002.000	3218.000
	Covariance	-8.146	26.163
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 3 Scatter Diagram of Correlation between Avoidance Focused Coping and Self Esteem among College Students



The Pearson correlation of Avoidance Focused Coping Style and Self Esteem was -0.398, indicating a Moderate Negative Correlation. The p-value, used in inferential statistics, indicates test significance at the 0.01 level 2 Tailed. Covariance measures the relationship between two variables as they vary, with a negative correlation indicating opposite direction. The findings are considered statistically significant at the 0.01 level 2 Tailed.

3.2 Correlation Between Coping Styles and Perfectionism

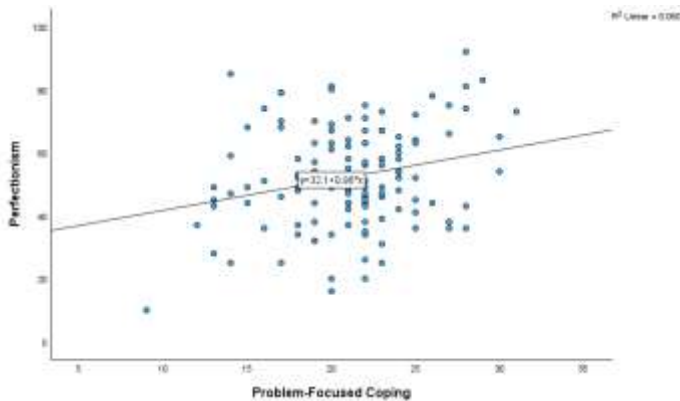
Table 3.2.1 Correlation Between Problem Focused Coping styles and Perfectionism among College Students

Correlations

		Problem-Focused Coping Perfectionism	
Problem-Focused Coping	Pearson Correlation	1	.245**
	Sig. (2-tailed)		.006
	Sum of Squares and Cross-products	2086.089	1995.565
	Covariance	16.960	16.224
	N	124	124
Perfectionism	Pearson Correlation	.245**	1
	Sig. (2-tailed)	.006	
	Sum of Squares and Cross-products	1995.565	31753.774
	Covariance	16.224	258.161
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4 Scatter Diagram of Correlation between Problem Focused Coping and Perfectionism among College Students



The relationship between Problem Focused Coping Style and Perfectionism was found to be small positive, with a Pearson's correlation value of 0.245. A p-value is used to assess test significance, with a value less than .01 indicating statistical significance. Covariance measures the relationship between two variables as they vary, with three possible states: positive, negative, or zero. A positive correlation indicates that both variables are moving in the same direction.

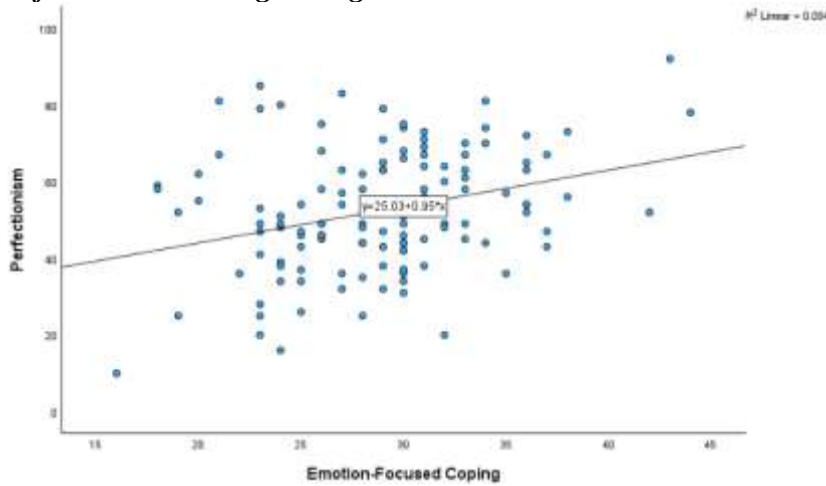
Table 3.2.2 Correlation Between Emotion Focused and Perfectionism among College Students
Correlations

		Emotion- Focused Coping	Perfectionism
Emotion-Focused Coping	Pearson Correlation	1	.306**
	Sig. (2-tailed)		<.001
	Sum of Squares and Cross- products	3305.121	3136.145
	Covariance	26.871	25.497
	N	124	124
Perfectionism	Pearson Correlation	.306**	1
	Sig. (2-tailed)	<.001	
	Sum of Squares and Cross- products	3136.145	31753.774
	Covariance	25.497	258.161
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

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Figure 5 Scatter Diagram of Correlation between Emotion Focused Coping and Perfectionism among College Students



The relationship between Emotion Focused Coping Style and Perfectionism was found to be moderate positive, with a Pearson's correlation value of 0.306. The p-value, a technique used to assess test significance, is less than .01, indicating a statistically significant result. Covariance measures the relationship between two variables as they vary, with three possible states: positive, negative, or zero. A positive correlation indicates that both variables are moving in the same direction.

Table 3.2.3 Correlation Between Avoidance Focused and Perfectionism among College Students

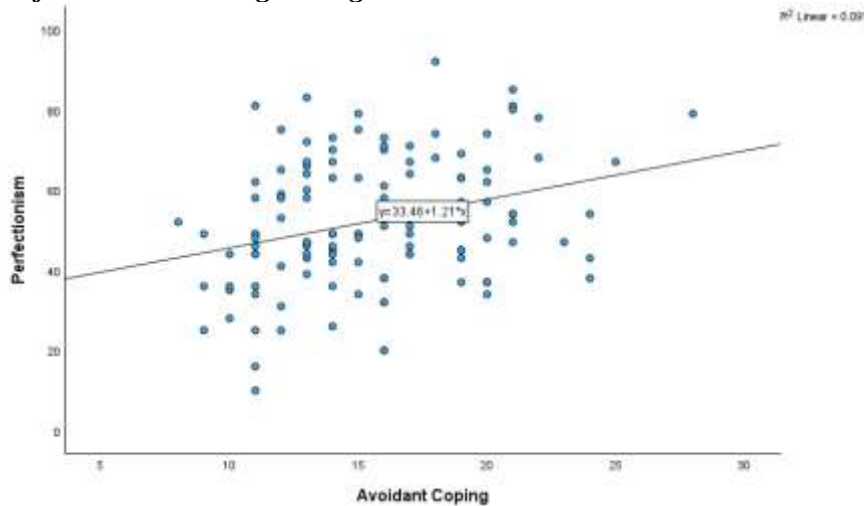
Correlations

		Avoidant Focused Coping Perfectionism	
Avoidant Focused Coping	Pearson Correlation	1	.301**
	Sig. (2-tailed)		<.001
	Sum of Squares and Cross-products	1973.419	2386.258
	Covariance	16.044	19.400
	N	124	124
Perfectionism	Pearson Correlation	.301**	1
	Sig. (2-tailed)	<.001	
	Sum of Squares and Cross-products	2386.258	31753.774
	Covariance	19.400	258.161
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

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Figure 6 Scatter Diagram of Correlation between Avoidance Focused Coping and Self Perfectionism among College Students



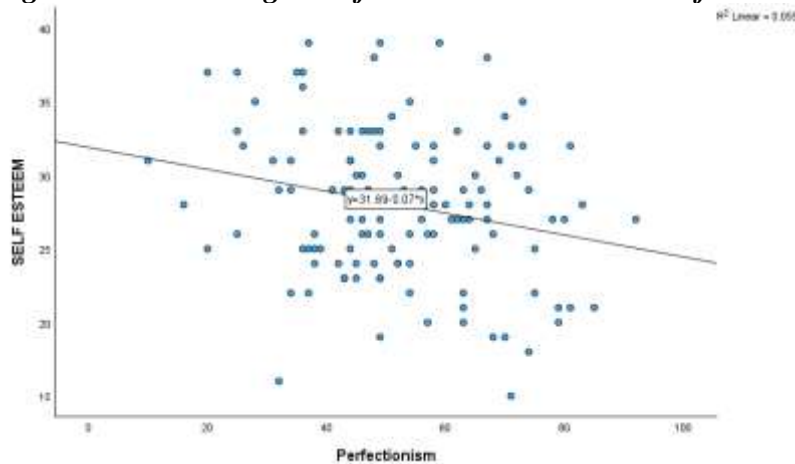
The relationship between Avoidance Focused Coping Style and Perfectionism was found to be small positive, with a Pearson's correlation value of 0.301. A p-value is used to assess test significance, with a value less than .01 indicating statistical significance. Covariance measures the relationship between two variables as they vary, with three possible states: positive, negative, or zero. A positive correlation indicates that both variables are moving in the same direction.

Table 3.3 Correlation Between Self Esteem and Perfectionism among College Students Correlations

		Perfectionism	Self Esteem
Perfectionism	Pearson Correlation	1	-.234**
	Sig. (2-tailed)		.009
	Sum of Squares and Cross-products	31753.774	-2363.000
	Covariance	258.161	-19.211
	N	124	124
Self Esteem	Pearson Correlation	-.234**	1
	Sig. (2-tailed)	.009	
	Sum of Squares and Cross-products	-2363.000	3218.000
	Covariance	-19.211	26.163
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 7 Scatter Diagram of Correlation between Perfectionism and Self Esteem



The correlation value of Perfectionism and Self Esteem was -0.234 , indicating a negative correlation. A p-value is used to assess test significance, with a value less than 0.01 indicating statistical significance. The correlation is significant at the 0.01 level (2-tailed). Covariance measures the relationship between two variables as they vary, with three possible states: positive, negative, or zero. A positive correlation indicates a direction of rise or fall, while a negative correlation indicates opposite direction. The table shows a negative correlation of -0.234 , indicating opposite direction of movement.

Table 4 Multiple Regression of Coping Styles Self Esteem and Perfectionism

Table 4.1 Coping Styles and Self Esteem among College Students

Regression between Coping Styles and Self Esteem among College Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 ^a	.226	.207	4.555

a. Predictors: (Constant), Avoidant Coping, Problem Focused Coping, Emotion Focused Coping

The correlation coefficient tells about the direction and degree of the linear association between the dependent variable (self-esteem) and the predictor variables (coping strategies). A moderate positive correlation is shown here by R, which is 0.476 . The coping strategies in this instance explain for around 22.6% of the variation in self-esteem. The adjusted R Square value is usually based on the number of predictors in a model, thus providing a more accurate estimate of the proportion of variance explained. Adjusted R Square is 0.207 . The standard deviation of the residuals, or the variations between the dependent variable's expected and observed values, is represented by the standard error of the estimate. In this model, it is around 4.55 .

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	727.986	3	242.662	11.694	<.001 ^b
	Residual	2490.014	120	20.750		
	Total	3218.000	123			

a. Dependent Variable: SELF ESTEEM

b. Predictors: (Constant), Avoidant Coping, Problem Focused Coping, Emotion Focused Coping

Significance: The p-value associated with the F-statistic. Here, it's less than 0.001 , indicating that the regression model as a whole is statistically significant.

Table 4.2 Coping Styles and Perfectionism among College Students

Regression between Coping Styles and Perfectionism among College Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.388 ^a	.150	.129	14.995

a. Predictors: (Constant), Avoidant Coping , Problem Focused Coping , Emotion Focused Coping.

The correlation coefficient shows how strongly and in which direction there is a linear association between the dependent variable (perfectionism) and the predictor variables (coping techniques). R in this case is 0.388, suggesting a Moderate positive association. The percentage of variance in the dependent variable (perfectionism) that the independent variables (coping strategies) are responsible for is shown by this value of 0.150. In this instance, the coping strategies explain around 15% of the variation in perfectionism. This technique provides a more precise estimate of the percentage of variation explained by adjusting the R Square value according to the number of predictors in the model. R Squared adjusted is 0.129. This is the residuals' standard deviation, or the discrepancies between the dependent variable's expected and observed values. In this model, it is roughly 14.995.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4772.120	3	1590.707	7.075	<.001 ^b
	Residual	26981.655	120	224.847		
	Total	31753.774	123			

a. Dependent Variable: PERFECTIONISM

b. Predictors: (Constant), Avoidant Coping, Problem Focused Coping, Emotion Focused Coping

Significance: The p-value associated with the F-statistic. Here, it's less than 0.001, indicating that the regression model as a whole is statistically significant.

DISCUSSION

This study aimed to investigate the relationship between coping styles (Problem Focused, Emotion Focused, and Avoidance Focused) and self-esteem and perfectionism among 124 college students. The study used various scales, including the BRIEF Cope Scale, Rosenberg's self-esteem Inventory, and Perfectionism Cognitions Inventory, and conducted descriptive statistics. Pearson's correlation was used to determine the relationship, and Multiple Regression was conducted to confirm the findings.

The correlation between problem-focused coping style and self-esteem is a topic of interest. Problem-focused coping styles involve proactively addressing life's challenges using problem-solving techniques, such as knowledge acquisition, planning, and change. Self-esteem, an individual's subjective assessment of their worth, includes ideas of respect, acceptance, and self-worth. The study found a small positive correlation between self-esteem and problem-focused coping style, with a Pearson correlation coefficient of 0.200 in Table 3.1.1. This suggests that those who use problem-solving techniques more often tend to have higher levels of self-esteem. This suggests that individuals who actively face and deal with daily pressures are more likely to feel worthy and have more respect for themselves.

Correlation between Emotion Focused Coping Style and Self Esteem- Table 3.1.2 informs us about the correlation between emotion focused coping style and self esteem. Self-esteem is a

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crucial aspect of one's psychological well-being which often influence thoughts, emotions, and behaviors. Emotion-oriented coping involves controlling emotions through venting, seeking emotional support, or diverting attention from uncomfortable feelings. Emotion Focused Coping has a weak negative correlation with self-esteem. The correlation coefficients are -0.134, suggesting that self-esteem tends to be slightly lower in individuals who rely more on emotion-oriented coping strategies. People who focus more on controlling their emotions than dealing with the underlying stressor may feel powerless, leading to lower self-esteem. Studies also show that emotion-oriented coping techniques may offer temporary relief from anxiety but it can also diminish their efficacy in fostering lasting psychological wellness.

Correlation between Avoidance Focused Coping Style and Self Esteem- The Table 3.1.3 discusses the correlation between avoidance-focused coping style and self-esteem Avoidance-oriented coping, can be seen as a temporary escape or numbing of emotional suffering through behaviour like denial, diversion, or substance abuse. The study found a moderate negative correlation between self-esteem and avoidance-oriented coping, with a Pearson correlation coefficient of -0.398. This means that People who use avoidance strategies to deal with stress are likely to have lower levels of self-esteem, as they can feel unworthy and lack respect for themselves because of simply avoiding the problem and not solving it. This suggests that avoidance-oriented coping can weaken people's sense of power and authority over their lives. It can also reinforce feelings of guilt and self-doubt.

Correlation between Problem Focused Coping Style and Perfectionism- Next we will discuss the Table 3.2.1 Correlation between Problem Focused Coping Style and Perfectionism. An individual's problem-focused coping style describes the strategy they employ to handle pressures or obstacles in their life. Perfectionism on the other hand is a belief or aim that one should be flawless. The correlation coefficients for Pearson (r) were determined to be 0.245 respectively. Therefore, a positive correlation between the two variables is indicated by the correlation between Perfectionism and Problem-Focused Coping Style. This suggests that people who use problem-focused coping mechanisms more frequently are also somewhat more likely to be perfectionists. Therefore those who actively deal with stress by using problem-solving strategies have a tendency to hold themselves to higher standards and feel more pressure to achieve excellence.

Correlation between Emotion Focused Coping Style and Perfectionism-. In Table 3.2.2, The results showed that the Pearson correlation coefficient (r) was 0.306. Therefore, a positive association between Perfectionism and Emotion-Focused Coping Style. This means that people are more likely to display higher degrees of perfectionism when they use emotion-focused coping techniques more frequently. People who are using emotion-focused coping strategies to deal with their emotional pain may also have perfectionistic traits, such as aiming for perfection or harshly condemning themselves for perceived shortcomings.

Correlation between Avoidance-Focused Coping Style and Perfectionism: Avoidance-oriented coping refers to the temporary escape or numbing of emotional suffering by actions like denial, diversion, or substance abuse. Findings of Table 3.2.3 revealed (r) = 0.301 as the Pearson correlation coefficient Thus, Perfectionism and Avoidance-Focused Coping Style thus show a Positive correlation between the two factors. This suggests that people are more prone to display higher degrees of perfectionism as they become more dependent on avoidance-focused coping mechanisms. People who routinely shy away from stressful situations or issues may also have an irrational fear of failing or receiving negative feedback, as well as an excessive sense of self-criticism.

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Correlation between Perfectionism and Self Esteem- Perfectionism and self-esteem are psychological concepts that significantly influence behavior and happiness. Self-esteem encompasses an individual's assessment of their worth, confidence, and acceptance. Perfectionism is characterized by high expectations, criticism, and discontent. A Pearson correlation coefficient of -0.234 in Table 3.3 indicates a negative relationship between perfectionism and self-esteem. High self-esteem individuals tend to exhibit perfectionistic tendencies in their behavior. Conversely, those with high perfectionism tend to have low self-esteem. This is because perfectionists often struggle to meet high standards, leading to a trap cycle that lowers self-esteem. Therefore, the relationship between perfectionism and self-esteem is marginally negative.

Now let's discuss our Multiple regression to find if self esteem and perfectionism are significant predictors of coping styles.

Table 4.1 The study reveals a significant association between avoidant, problem-focused, and emotion-focused coping strategies and self-esteem. The three coping strategies account for around 20.7% of the variance in self-esteem, according to the adjusted R-squared value of 0.207. The ANOVA table further supports this, showing a strong connection between coping style and self-esteem. The coefficients table shows a positive connection between self-esteem and problem-focused coping, suggesting that those who use problem-focused techniques often have greater self-esteem. However, there is a negative correlation between emotion-focused coping and self-esteem, even though this link is not statistically significant at the traditional alpha threshold of 0.05. Lastly, avoidant coping has a negative correlation with self-esteem, indicating that those who use avoidant coping techniques often have lower self-esteem.

Table 4.2 This study examining the relationship between perfectionism and three coping strategies: avoidant, problem-focused, and emotion-focused, found that these strategies account for 12.9% of the variation in perfectionism. The study's significance was assessed using the ANOVA table, and the results showed a statistically significant relationship between coping strategies and perfectionism. The study found a positive connection between perfectionism and problem-focused coping, suggesting that those who use problem-focused techniques often have higher levels of perfectionism. Emotion-focused coping also showed a positive connection with perfectionism, although not statistically significant at the traditional alpha threshold. However, a significant positive correlation was found between perfectionism and avoidant coping, indicating that those who use avoidant coping strategies typically have higher levels of perfectionism.

Numerous studies have found similar patterns in coping strategies used by university students during repatriation transitions. Herman and Tetrick's (2009) research found that problem-focused coping strategies had negative associations with general, interaction, and work adjustment, while problem-focused coping strategies had positive correlations. Fuente and colleagues' (2020) study found that positive emotions lead to problem-focused coping strategies and emotional engagement, while negative emotions lead to emotion-focused strategies and burnout. Kirk et al.'s (2008) study found that self-esteem mediates the relationship between evaluative concerns and personal standards perfectionism, self-esteem, and various parameters like personal and academic concerns. Larijani and Besharat's (2010) study found that positive perfectionism was associated with problem-focused and positive emotional-focused coping styles, while negative perfectionism was associated with both problem-focused and negative emotional-focused coping styles. Deniz's (2006) study found a positive correlation between life satisfaction and problem-focused coping and seeking social

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support. Mingorance et al.'s (2019) study found that active coping is the predominant strategy, with age-mediated associations between self-esteem scores and specific coping strategies like positive reframing, acceptance, and emotional support.

Implications

The study highlights the importance of problem-focused coping mechanisms in college students to improve their self-esteem. It suggests that workshops, therapeutic sessions, and educational programs can help develop resilience and stress management strategies. Addressing maladaptive coping techniques is crucial to prevent further self-esteem deterioration. Healthy coping skills like social support, mindfulness, and cognitive-behavioral techniques can boost self-esteem. The study also suggests that active problem-solving can lead to perfectionism, suggesting the need for interventions addressing perfectionistic tendencies and promoting adaptive coping skills. It suggests a multidimensional approach, including both problem- and emotion-focused coping strategies, to develop resilience and self-esteem.

Limitation

The study used convenience sampling to gather data from 124 college students in Delhi NCR, India, which may introduce bias due to non-random selection and self-reported measures. Response biases, such as social desirability and recall bias, could lead to measurement errors and invalid results. The study had limited scope for variables like income level, academic achievement, and cultural influences, and potential response biases. Additionally, the study had limited control over external variables like life experiences, social support, personality characteristics, and mental health disorders. Addressing these limitations in future research can improve findings.

CONCLUSIONS AND FUTURE DIRECTIONS

The findings of this study shed light on the sensitive relationships between coping strategies, self-esteem, and perfectionism among college students in Delhi NCR. The results revealed that there is significant association between Coping Styles Self Esteem and Perfectionism. From Table 4- Regression we have found that Self Esteem and Coping Styles are a significant predictor of self-esteem. Thus, our Hypothesis 1 and 2 are accepted. Furthermore, there is a complex relationship between coping styles and perfectionism, emphasizing the need for a comprehensive researches and interventions that target maladaptive Coping Strategies while encouraging resilience and self-acceptance.

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Conflict of Interest

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