



TRNC

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

**DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL
COUNSELING**

**THE IMPACT OF ANXIETY, DEPRESSION AND STRESS
ON EMOTIONAL STABILITY AMONG THE UNIVERSITY
STUDENTS**

MASTER THESIS

Shahla ALI AHMED

NICOSIA

May, 2019

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The Directorate Institute of Educational Sciences

We certify that this thesis is fully adequate in scope and quality for the degree of Master of Arts in Guidance and Psychological Counselling.

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ETHICAL DECLARATION

I hereby declare that all the information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences. I have fully cited and referenced all materials and results that are not original to this study.

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MAY,2019

NICOSIA

ABSTRACT

THE IMPACT OF ANXIETY, DEPRESSION, AND STRESS ON EMOTIONAL STABILITY AMONG THE UNIVERSITY STUDENTS

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Master Degree, Guidance and Psychological Counseling

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Aim of this study is to investigate the impact of anxiety, depression and stress on emotional stability in terms of gender, age, year of study, department and place they stay. In the contemporary society, depression, anxiety, and stress are much more common than it was in history. The recent studies have outlined that the young adults are experiencing depression and anxiety disorders that is affecting their emotional and mental well-being. The study is a quantitative research. The study is descriptive and relation survey model as its aim was to describe the relationship between depression, anxiety, and stress with emotional stability.

The study adapted pre-designed questionnaires to collect data. The sample of the study consists of approximately 260 undergraduate university students from University of Sulaymaniyah in Northern Iraq. The questionnaire was divided among 300 students but the researcher received 260 questionnaire forms filled by participants. The researcher adapted Henry and Crawford scale for measuring the level of anxiety, depression, and stress among the participants. The scale is called as DASS which is a set of three self-report scales. Emotional stability was measured using a self-reported scale with twenty items adapted from Pastorelli, Barbaranelli, Cermak, Rozsa, and Caprar. The collected data was analyzed using SPSS version 22 to find result for this thesis.

The results of the study outlined that there is a negative but significant correlation among depression, anxiety, and stress with emotional stability that is affected by several factors that are discussed in the study. Also there is no significant relationship between emotional stability in terms of gender and age, other findings of the study show that DASS has no significant relationship with age, and year of study and place of stay in general, but there a significant difference between DASS in terms of gender and department.

Based on the findings of the study, the researcher made some recommendations as: the findings can be used to rightly target the shortcoming in the system of schools or colleges. Data can be used to define the transforming activities which can help students become free from depression and stress. There were certain conditions missing in the findings which could improve the conclusions. The data was quantitative in nature. There is scope to research more on the qualitative point of view.

Keywords: Stress, Anxiety, Depression, Emotional Stability, DASS

ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNDE KAYGI, DEPRESYON VE STRESİN DUYGUSAL DENGİ ÜZERİNDEKİ ETKİSİ

Shahla ALI AHMED

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Bu çalışmanın amacı, kaygı, depresyon ve stresin duygusal denge üzerindeki etkisini cinsiyet, yaş, sınıf düzeyi, bölüm ve kaldıkları yer değişkenlerine göre araştırmaktır. Çağdaş toplumda, depresyon, kaygı ve stres tarihte olduğundan çok daha yaygındır. Son yapılan çalışmalarda, genç yetişkinlerin duygusal ve zihinsel iyi oluşlarını etkileyen depresyon ve kaygı bozuklukları yaşadıkları belirtilmiştir. Bu çalışmada nicel araştırma yöntemi kullanılmıştır. Depresyon, kaygı ve stres arasındaki ilişkiyi duygusal denge ile incelemek amaçlandığı için araştırmada ilişkisel taram modeli kullanılmıştır.

Bu çalışmada veri toplamak amacıyla önceden tasarlanmış anketlerde uyarlama çalışması yapılmıştır. Çalışmanın örneklemini Kuzey Irak'taki Süleymaniye Üniversitesi'nden yaklaşık 260 üniversite lisans öğrencisi oluşturmuştur. Anket 300 öğrenciye dağıtılmış ancak araştırmacı katılımcılar tarafından doldurulan 260 anket teslim almıştır. Araştırmacı tarafından katılımcıların kaygı, depresyon ve stres düzeyini ölçmek amacıyla Henry ve Crawford ölçeği uyarlanmıştır. DASÖ olarak adlandırılan bu ölçek, üç öz-raporlama ölçeğinden oluşmaktadır. Duygusal denge, Pastorelli, Barbaranelli, Cermak, Rozsa ve Caprara'dan uyarlanan üç madde ile öz-raporlama ölçeği kullanılarak ölçülmüştür. Toplanan veriler SPSS 22.0 kullanılarak analiz edilmiştir. Bu çalışmanın sonucunda, çalışmada tartışılan birkaç faktörden etkilenen, depresyon, kaygı ve stres ile duygusal denge arasında negatif ama anlamlı bir ilişki olduğu ortaya çıkmıştır. Ayrıca cinsiyet ve yaş ile duygusal denge arasında anlamlı bir ilişki bulunamamıştır. Çalışmanın diğer bulguları, DASÖ'nün genel olarak yaş, sınıf

düzeyi, kaldıkları yer ile anlamlı bir ilişkisi olmadığını, ancak cinsiyet ve bölüm ile DASÖ arasında anlamlı bir fark olduğunu göstermektedir.

Araştırmanın bulgularına dayanarak, araştırmacı bazı önerilerde bulunmuştur: Bulgular, okul veya kolej sistemindeki yetersizliği doğru bir şekilde hedeflemek için kullanılabilir. Veriler, öğrencilerin depresyondan ve stresden kurtulmalarına yardımcı olabilecek dönüşüm etkinliklerini tanımlamak için kullanılabilir. Bulgularda, sonuçları iyileştirebilecek belirli koşullar mevcut değildi. Bu veriler özünde niceldir. Niteliksel bakış açısı ile ilgili daha fazla araştırma yapılacak alan vardır.

Anahtar Kelimeler: Stres, Kaygı, Depresyon, Duygusal Denge, DASÖ

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ABBREVIATION

ES	EMOTIONAL STABILITY
EL	EMOTIONAL LABOR
EI	EMOTIONAL INTELLIGENCE
DASS	DEPRESSION ANXIETY STRESS SCALE
SPSS	STATISTICAL PROGRAM FOR SOCIAL SCIENTIST
NK	NATURAL KILLER
BFQ-ES	BIG FIVE QUESTIONNAIRE –EMOTIONAL STABILITY

CHAPTER I

INTRODUCTION

1.1 Problem statement

Many people experience anxiety depression and stress at some stage during their life. They are also direct symptoms caused by the chemical changes in the brain. Depression, anxiety and stress can cause so many diseases that can be long-term or short-term severe or curable. Depression and anxiety are although related to the brain but these mental disorders can impact the emotions significantly. People with anxiety, depression, and stress would not be open to the society and would keep their pain to themselves. They would suffer from severe mood swings, may be difficult to handle, could over react to situations, have an introverted personality and would be socially isolated (Horwitz, 2010). Furthermore, anxiety is a feeling of fear, nervousness or unease. It may bring on a particular response within the body such as a racing heartbeat, sweating, or feelings of breathlessness. Usually, anxiety disappears when the situation changes, or if we get used to the situation or go away from it. However, some people become anxious for long periods and for no clear reason. This can make life difficult and may stop people from doing the things they want to do.

Whereas, depression is more than just a low mood – it is a serious condition that has an impact on both physical and mental health. Depression can be low, moderate or severe. Depression involves intense feelings of sadness or low mood for long periods of time (weeks, months or years). This study will describe the impact of anxiety, depression and stress on emotional stability to overcome this issue for an improved emotional stability. To improve emotional stability, it is important to overcome stress, anxiety, and depression for a healthy well-being (Pestonjee, 1992).

Similarly, stress is the body's way of responding to any kind of demand or threat. When sense danger whether it is real or imagined, the body's defenses kick into high gear in a rapid, automatic process known as the fight-or-flight reaction or the "stress response. The stress response is the body's way of protecting. Stress isn't always bad. In small doses, it can help perform under pressure and motivate. But when there is constantly emergency mode, mind and body pay the price. If frequently experience feeling frazzled and overwhelmed, it is time to take action to bring nervous system back into balance. Thus, this feeling can be protected and improved by learning how to recognize the signs and symptoms of chronic stress and taking steps to reduce its harmful effects.

Lovibond and Lovibond, (1995) identified health problems caused or exacerbated by stress as:

1. Depression and anxiety
2. Pain of any kind
3. Sleep problems
4. Autoimmune diseases
5. Digestive problems
6. Skin conditions, such as eczema
7. Heart disease
8. Weight problems
9. Reproductive issues
10. Thinking and memory problems

In the contemporary society, depression, anxiety, and stress are much more common than it was in history. The recent studies have outlined that the young adults are experiencing depression and anxiety disorders that is affecting their emotional and mental well-being. This is also one of the commonly observed social issues in the society that I came from. There are so many of my friends and people in my social network that are experiencing these issues. Therefore, I want to describe the impact of anxiety, depression and stress on emotional stability. In this way, I can help people to overcome this issue and maintain a healthy life.

1.2 Aim of the Study

Thus, the aim of this study is to investigate the impact of anxiety, depression and stress on emotional stability in terms of gender, age, year of study, department and place they stay.

1.3 Research Questions

- a. Is there a significant relationship between anxiety, depression, and stress with the emotional stability of the university students?
- b. Is there a significant difference in the emotional stability of male and female students?
- c. Is there a significant difference in the emotional stability in terms of age?
- d. Is there a significant difference between the depression, anxiety and stress in terms of year of study?
- e. Is there a significant difference between the depression, anxiety and stress in terms of department?
- f. Is there a significant difference between the depression, anxiety and stress in terms of place they stay?
- g. Is there a significant difference in DASS total scores in terms of gender, age, year of study, department and place of stay?

1.4 Significance of the study

The study is significant as it will add literature to the existing body of knowledge with its contribution in the particular area of research. Secondly, it will provide suggestions to overcome the mental disorders like anxiety, depression, and stress for a more emotionally stable personality. Emotional instability is prevailing commonly among young generation. Thus, there is a need to address the relation/association between these factors that we often tend to ignore as individuals.

1.5 Limitation of the Study

- The study is limited to the students of University of Sulaymaniyah only and thus, the findings cannot be generalized for a larger population.
- The study is limited to the select students just from one university in north of Iraq.
- The study was conducted within a limited number of students so the result of the study cannot be generalized for all student in north of Iraq.
- not natural answer and not enough demography information may be more demography indicates different result.

CHAPTER II

LITERATURE REVIEW AND RELATED STUDIES

This chapter presents a review of the existing literature about the impact of stress, depression, and anxiety on emotional stability. The researcher reviewed the existing literature to find the research gap that is the aim of this study.

2.1 Related studies

2.1.1 Emotional stability

Pastorelli, Barbaranelli, Cermak, Rozsa, and Caprara (1997) identified that emotional stability refers to a person's ability to remain stable and balanced. At the other end of the scale, a person who is high in neuroticism has a tendency to easily experience negative emotions.

Emotionally stable people know when and how to say no. They do not over-commit themselves or make false promises. They just say no to requests that they don't want to do or don't have time for. While unstable people don't know how to say no, and often get taken advantage of, confident people understand that they don't have time for everything. They only have twenty four hours in a day, so they want to spend those hours wisely – doing the things that matter most to them. But when we take on too much, we do a poor job, overextend ourselves, and become unhappy. We stretch ourselves too thin, and we lose our self-esteem and emotional stability because of it.

Whoever said emotionally stable people were perfect? They know that they are imperfect, and they embrace it. If they were perfect, they would be done growing and developing. They never want to stop growing. There is so much to learn in the world, and they want to soak up as much knowledge as they can. There is no need to be perfect, and an emotionally stable person won't even try.

Emotionally stable people listen more than they talk. They are self-assured in what they have to say and, therefore, do not feel the need to talk all of the time. They are great communicators because of their ability to listen.

Attitudes are contagious, and emotionally stable people know that the company they keep will influence their outlook on life. Negativity can severely affect emotional health. Because stable individuals do not want others to push negative energy their way, they are selective with those they choose to associate with. They do not expose themselves to toxic people who may break down their defenses or lower their morale.

Emotionally stable people don't buy into something they don't believe in. It is hard to find these people jumping on the bandwagon of every new trend. They simply do not care if they "fit in" with the crowd. They are comfortable in their own skin. They aren't afraid to disagree with their family, friends, coworkers, or the entire world. Peer pressure is just not in their vocabulary.

The study conducted by Kryucheva and Tolstoukhova (2016) outlined the emotional stability level among university students. The study was using questioning, interrogations, and testing, monitoring, and other experiments. The authors described the emotional stability as the ability to identify one's own emotions and act in a reasonable way. Before studying Psychology subject, students were investigated about their prior knowledge and understanding about emotional stability. The study revealed that almost 64% of the students do have cognitive knowledge, whereas, 28% of students depicted theoretical knowledge indicators. The results discovered that only 8% of the total students have an average degree of knowledge about emotional stability. The study indicated the need for giving proper significance to the issue of emotional stability. The students doing bachelors in management should have proper awareness of emotional stability. The emotional stability can help in effective decision making, fulfilling responsibilities without stress, and for making productive judgments in the future. Students should also be taught the psychology of emotional development, which will help them to recognize their strength and weakness. It will also help them in developing and using self-regulation techniques and methods. It will also help them learn the

concepts about controlling their emotions and its need to handle stress and anxiety (Kryucheva & Tolstoukhova, 2016).

The study conducted by Bhagat, Simbak, and Haque (2015) revealed the impact of emotional stability on their social adjustment. The purpose of this study was to develop awareness among working people about emotional stability and its impact on social behavior. The objective of the study was to see the impact of unstable emotions in employee's social adjustment, the participant of the study included 100 men from different professions belonging from different places of India. Random sampling technique was used in the study. The Eysenck Personality Inventory was used to estimate the emotional stability of the employees and interview calendar was used to judge their social adjustment. The study revealed that emotional stability is a character trait which varies from person to person. The emotional stability of the person can bring anxiety in the person if he cannot handle the burden of the work. It will also stop him from adjusting easily in the social environment which will decrease his performance at the workplace. Emotional stability is required to work productively. In this regard, different programs should be developed which helps employees to relax and lower their stress. It will also help in balancing the emotional stability of the people (Bhagat, Simbak, & Haque, 2015).

Walsh (2008) believed that the response of people on stress is crucial. It determines the intelligence level of the people and it also demonstrates the emotional stability of that person. Emotional intelligence is linked to the response of the person in stress, depression, and anxiety. Any person can be considered emotionally intelligent if he is able to control his anger, knowingly that his anger will not be productive for his work. On the contrary, a person who reacts to the anger in a similar situation cannot be considered as emotionally stable and intelligent. Emotionally stable and intelligent people are believed to respond better to emotional situations. It is believed that emotionally intelligent people are more social because they can cope up with different situations (Walsh, 2008).

Another study by Engelberg and Sjöberg (2004) confirms the link of social adjustment with emotional intelligence. The study reveals that an emotionally intelligent

person reacts better to different social situations. This is due to their strength to evaluate the emotions and act in appropriate way. The study also highlighted the role of society in making people emotionally stable and weak. The social environments can make changes in the emotions of the people which can become the reason for stress and depression. At the same time, the social environment can help people to come up with stress and their depression (Engelberg & Sjöberg L., 2004).

A study was conducted by Wani and Sankar (2016) to outline the emotional stability among the students of the university in India. They used the quantitative research method to evaluate the emotional stability of university students. The participants of the study included 300 students; 150 girls and 150 boys. The students were taken from different categories of disciplines. The sample data was collected through the emotional stability test which was developed by A. S. Gupta and A.K. Singh. The questionnaire was presented to the participants and the results were recorded. The results of the study revealed that girls and boys presented the same emotional stability mean scores. It highlighted that frequency of occurrence of the emotional stability doesn't depend upon the gender of the students. The results of the study also depicted that emotional stability of science and the general groups were similar in the mean scores. On detailed analysis, it was found that boys are generally more emotionally stable than the girls. The study indicated that students of the general discipline were found to be more emotionally stable than the students of the science group. This study was confined to the students of the university. The authors suggested that more research is required to find the relation of emotional stability degree in both genders (Wani, Sankar, Angel, & Dhivya, 2016).

The study conducted by Rose, Scheibe, & Schmiedek (2013) outlined the advantages of emotional stability. The study included 101 younger and 103 older age participants. The quantitative research method was used to evaluate and monitor the age factor in emotional stability degree. These participants reported their negative stressors and the negative effects through the activities of all 100 days. The study disclosed that people of older age reflected less negative stressors than the younger participants. They reported that stressors have a very minute impact on their life. The study indicated that

emotional aging has various consequences, effects, and causes. The study indicated the relationship between life context and its impact on emotional stability. The study suggested that life contexts should be paid more attention in order to understand the emotional stability with age (Brose, Scheibe, & Schmiedek, 2013).

2.1.2 Depression

Horwitz (2011) found that Major depressive disorder is a serious mental disorder, which has serious effects on the life of any individual. The reasons for such disorder are still unclear but an increasing effort has been done to investigate the impact caused by the psychological stress over depression.

The study by Horwitz (2010) revealed that anxiety, stress, and depression are emotional conditions. This disorder is very common and it can be experienced by any individual at different stages of life. This disorder occurs due to the different reasons which, varies person to person. Depression, stress, and anxiety are not considered healthy for any individual as it can limit mental development. It also casts an effect on the emotional stability of any person. It can impact the decision-making power of an individual. Studies have shown that it also has an impact on the way the affected person manages his relationships. The impact of this disorder is affected by the environment and the attitude of that person. The surroundings can change the perception of the individual to handle the situations. It was found that this impact can be both long term and short term. The stressed and depressed people are likely to hide their pain and anxiety, which has a negative effect on their health. It can stop them from healing appropriately and finding solutions to solve their issues. The study indicated that this disorder can be alarming for the person. The most common effect seen is the introvert behavior and isolation from society and gatherings. Such individuals should be understood and reasons for their stress should be discussed with them (Horwitz, 2010).

The study conducted by Schreiner and Malcolm (2008) investigated the changes caused in the emotional states of anxiety, depression, and stress. The study outlined the advantages of mindfulness meditation which can help in developing emotional stability. The participants of the study included 50 people who were suffering from different

levels of anxiety and stress. It was also investigated how different levels of depression and anxiety is affected by mindfulness training. The quantitative research method was used in this study. The participants completed the two rounds of Depression Anxiety and Stress Scale, which was a 21-item version (DASS-21); one before the training and one after the 10 weeks of the program. The results of the study highlighted the positive change in the affected people. It was observed that stress and anxiety level was decreased after the program. The training helped all the people to lower their stress and become emotionally stable. The results suggested that mindfulness training is very effective to reduce the symptoms of depression and anxiety. The positive change indicated the need for such programs to make people emotionally stable. The study highlighted the need for intentional retraining and such programs which can help to reduce the stress and manage one's own emotion. It will have a positive change on the productivity and health of the people (Schreiner & Malcolm, 2008).

The study conducted by Griffiths, Crisp, Barney, and Reid (2011) outlines the significance of seeking help from family and friends in depression and anxiety. The study presented the qualitative analysis of different advantages and disadvantages of seeking help from family and friends while struggling with stress and anxiety. The participants of the survey were 417 respondents to a survey, which was sent to diverse 7000 randomly selected individuals from an Australian community. The response was coded by the two raters. The results of the study indicated that 51.3% of the total participants asked for help from their family and friends, 25% reported to face disadvantages and 33.1% described both disadvantages and advantages from the help. The results revealed that support from friends and family helped in understanding the emotions. It made them emotionally stable and advises from them help in overcoming stress and depression. It also helped in building a strong relationship which made them become emotionally stable and strong. The disadvantages of seeking help from friends and family included lower self-esteem, self-stigma, lack of confidence, judgmental and other issues. The study also indicated the need for further research to monitor the changes in people, after support from their loved ones, struggling through depression (Griffiths, Crisp, Barney, & Reid, 2011).

2.1.3Anxiety

Kaiser and Ozer (1997) researched on the relationship between anxiety and emotion stability. They outlined that anxiety and emotional stability are closely associated. The experience of pro-active and reactive stress is related to goals, which was examined as a function of the trait of emotional stability. The study included a survey from the students. The experiment was conducted during the first few weeks of the academic year. In this experiment, first-year College students were supposed to examine the degree of their emotional stability, provided a set of their goals, rated these goals on estimated stress. This experiment was repeated after 6 months and the same set of goals on reactive stress were re-evaluated. The results indicated that emotional stability is related to reactive stress but not to anticipatory stress. While, this general finding held for the academic, social, independence, pleasure, and moral/religious goal domains, it is found that substantive qualifications are required for three other content domains. The findings revealed that emotional stability is related to both anticipatory and reactive stress in the health domain. The study discovered that emotional stability is not related to the kind of stress in the organization and material wealth domains. In this regard, the reasons for these differences and suggestions for using trait and goal units are discussed (Kaiser & Ozer, 1997).

The study by Reich, Noyes, Coryell, and O'Gorman (1986) examined the effect of state anxiety on the behavior of individuals. For this purpose, test scores of 56 patients were collected who were receiving treatment for panic disorder and agoraphobia. The difference in the patients, before and after treatment, was observed. Initially, the tests were administered before treatment, and again 6 weeks after the treatment. The results depicted that around 40 patients reflected the substantial changes in personality after the treatment. It improved by 5 or more points on the Hamilton Anxiety Rating Scale which included the increase in their interpersonal dependency. The study discovered that state anxiety may occur in human beings but it causes personality issues in affected people. The possible treatments should be researched in the future to lower the anxiety and its effects (Reich, Noyes, Coryell, & O'Gorman, 1986).

Borella, Bargellini, Rovesti, Pinelli, Vivoli, Solfrini, and Vivoli, (1999) conducted a study to evaluate the relationship between a mood state, a stable personality trait, and immune response to examination stress. To gather the data, a self-reported measure and emotional stability (BFQ-ES scale) were used. The state-anxiety measure was used to examine the response on the stressful stimulus. Based on the state-anxiety scores and emotional stability, three groups were formed. These groups were high emotional stability/low anxiety, medium and low emotional stability/high anxiety. The results revealed that examination stress induced a major increase in natural killer (NK) cell activity in the high emotional stability/low anxiety group. The study showed that the medium group remained unaffected. It also revealed that a significant decrease was found in the low emotional stability/high anxiety group. The study also examined the effect of smoking or drinking coffee on the anxiety level. It was observed that after introducing coffee and smoking habits, no change was found. The result of the study suggests that the state-anxiety acts as a stable personality trait, which helps to modulate NK response in healthy subjects exposed to mental naturalistic pressure. The study presented the limitations of the findings. It highlights the need to investigate the abilities which can enhance the immune system for emotional stability. The study was sufficient in describing the relationship between anxiety and poor immune control (Borella, et al., 1999).

To study the impact of school demands on the daily time use and subjective states of young people in India, Verma, Sharma, and Larson (2002) conducted the study. The participants of the study were one hundred urban, middle-classes, 8th-grade students. Experience Sampling Method was used in this study. These students presented 4764 reports by carrying alarm watches for 1 week and provided on their activities and subjective states at random times. These youths were found to spend one-third of their waking time in school-related activities. It was observed that girls spent their waking time in school-related activities. The results revealed that schoolwork generated a negative state of mind in students. It was reflected in a lower feeling of choice, low upset state, below-average activation levels, and higher social anxiety. It was observed that students experienced these emotions during their homework. The discovered the trade-off confronted by these youngsters. It was seen that lower average emotional states

and more internalizing problems were observed in students those who spent more time doing their homework. The study showed that those Indian students who spent more time in leisure experienced more satisfactory states but they faced a higher level of academic anxiety and lower educational success (Verma, Sharma, & Larson, 2002).

2.1.4 Stress

Pestonjee (1992) suggests that stress occurs when the demands on any individual exceed his available resources. He believes that stress is usually harmful to the health and the performance of any individual. It is found through the latest research that stress is required for any individual to perform effectively. It is believed that people respond to stressful situations. The response on the stress matters because it can prove both harmful and beneficial for that person. If a person feels responsibility during stress, he can achieve his goals by putting efforts. If a person cannot handle stress, it will harm his health. As per Pestonjee, this century is the time of anxiety and stress. Therefore, attention should be paid to resolve the issue (Pestonjee, 1992).

Lazarus & DeLongis, (1983) have major contributions to research about stress. They developed two models of life stress which are part of their research. These two different models include; life events and daily hassles. In the life events model, it is argued that certain life events bring about change and force the individual to adapt to the changes which result in the stress. As per Lazarus & DeLongis, daily hassles, the second model, is the source of defining stress. They believe that daily hassles are stressful and burden on any individuals which cause stress. These hassles are routine work or reasons from daily life (Lazarus & DeLongis, 1983). It may include the anxiety about losing weight, keeping a balance between social life and work, remarks of others can all be considered as daily hassles (Lovibond & Lovibond, 1995).

Mikolajczak, Menil, and Luminet (2007) also researched on the emotional stability and stress relationship. They outlined that stress and emotional stability are also closely related to each other than anxiety and emotional stability. They explained the protective effect of trait emotional intelligence (trait EI) about occupational stress. The research was based on emotional labor (EL) which is considered as an occupational

stressor. EL is considered as the action performed to manage emotions and emotional expressions to cope up with the display rules of the organization. It is believed that employee's spontaneous feelings are affected by the display rules which usually results in a clash between inner/real and required feelings. This clash can be handled through different strategies. These strategies can be used to save the psychological and physical health of any individual. The hypothesis of the study was based on the concept that every individual has different levels of trait EI which implies the difference in EL strategies. The outcomes are also different which can be in terms of burnout and somatic complaints. The results indicated that generally, people with a high level of EI experience lower levels of somatic complaints and burnouts. The study indicated that the choice of labor strategies also affected the effect of the outcomes. They discussed the implications of these results for research, theory, and practice (Mikolajczak, Menil, & Luminet, 2007).

The study conducted by Kelehear (2004) presented the possible ways of controlling the stress to become emotionally stable. The author used a content analysis method to find out the methods to control the stress in the life of people. The study outlined how stress is common in our societies and many people are affected by it. It doesn't harm one person, but also have effects on the people and the surrounding of the affected people. His attitude and reactions also affect the people with whom he communicates. The stress in school students is also very prominent as it affects the leadership abilities, morale, and the performance of the students. The author indicated the two possibilities which can be used to save students from getting depressed and stressed. It includes trusting relationships in the school and the trusted community. Students and teachers both can be saved from the stress and anxiety if these strategies are followed. The author indicated the best leadership qualities which can be used to develop a good environment in the school. It will help both students and teachers do productive things. It will also help teachers and students to survive in the harsh and difficult situations. It will also contribute to making school cultures supporting and a platform for students to become emotionally stable (Kelehear, 2004).

Salleh (2008) conducted a study to highlight the relationship between stress, illness and life events. He did a content analysis to find out the relationship between anxiety, stress, depression and mental sickness. The results of the study revealed that there are few factors which impact stress management strength and its effects on any human being. It may include support from family or friends, stress coping style, genetic vulnerability and the type of personality the person owns. It was also discussed that not all stress types are negative. The study confirmed that immunity is affected by stress. The study indicated that short-term stress can boost the immune system which depicts its positivity. The long term and chronic stress can cause illness and can damage the emotional stability of people. Stress can become the reason of causing diabetics, blood pressure, stomach disorders, atherosclerosis, and cancer as well. It also depicted stress can not only cause damage to the emotional and mental health but it also affects the physical health of the affected people. The study outlined the psychiatric illness caused by stress (Salleh, 2008).

Another study by Vollmann et al. (2010) outlined different types of support systems which can help the affected people in stress. The study highlighted the informational support can help the affected people because it can provide them information about stress management and providing them information about anxiety and stress. The study also outlined that “protection oriented support” can be proved more beneficial than “activated support”. He highlighted the impact of help on emotional stability. The study also compared different types of support types. He depicted how different type of support system has different effects on different affected people. He suggested that affected people should not be left alone but should be provided with any kind of possible support. It will help in making them stable and dealing with the present stress and anxiety (Vollmann, et al., 2010).

Oxington (2005) further clarified the causes of stress. He explained stress is produced when the body is resisting the changes in life. Stress is the reaction of the body on situations and things which are unacceptable for any person. He depicted how various events cause different grades of stress. He explained how different levels of stress are produced due to unwanted events. He presented examples which may include mild stress

caused due to missing the bus or a train, long queue can cause mild stress, which according to (Lazarus & DeLongis, 1983) would be considered as daily hassles. The death of a loved one or loss of employment can cause severe stress which can be considered as stress caused due to a life-changing event which can be considered as a life event (Lazarus & DeLongis, 1983).

CHAPTER III

METHODS

This chapter represents the research design of the study. The chapter outlines the research methodology adapted by the researcher for collecting and analyzing data to achieve the aim of the study.

3.1 Research design

The study is a quantitative research. The study is correlation survey model as its aim was to describe the relationship between depression, anxiety, and stress with emotional stability. The study adapted pre-designed questionnaires to collect data. The collected data was analyzed using Statistical Program for Social Science (SPSS) version 22.

3.2 Population and Sample

The sample of the study consists of approximately 260 undergraduate university students from University of Sulaymaniyah in Northern Iraq. The questionnaire was divided among 300 students but the researcher received 260 questionnaire forms filled by participants. The participants were purposively selected from different departments through purposive sampling technique. The researcher included males and females, participants of different age groups, different year of study, different departments in order to answer the research questions and to achieve the aim of the study. see table 1 The researcher did so to analyze the difference in anxiety, stress, and depression with emotional stability of the youngsters with respect to their age, department, year of study, and gender (Tongco, 2007).

Table 1.*Demography of participants*

Variables	Frequency	percentage
Gender		
Male	143	55 %
Female	117	45 %
Age		
18-22	198	76.2 %
23-27	58	22.3 %
28-abouve	4	1.5 %
Year of study		
First Year	97	37.3 %
Second Year	74	28.5 %
Third Year	57	21.9 %
Fourth Year	27	10.4 %
Fifth Year	5	1.9 %
Department		
Medical	38	14.6 %
Education	71	27.3 %
Engineering	23	8.8 %
Art and Humanities	54	20.8 %

Administration and Economics	31	11.9 %
Science	13	5.0 %
Physical and Basic Education	30	11.5 %
Place of Stay		
My home	140	53.8 %
Dorm	114	43.8 %
Relatives House	6	2.3 %

3.3 Material

The study focused on primary and secondary data to answer the research question and to achieve the aim of the study. The researcher collected primary data through questionnaire and used SPSS version 22 to analyze the results. However, the researcher included information from journal articles, books, and other scholarly sources and reviewed literature to discuss results in quest of finding what these existing studies have outlined.

3.4 Data collection Tools

There are four variables in the research, three independent variables, stress, anxiety, and depression and one dependent variable that is emotional stability. The researcher collected the data for these four variables using pre-designed questionnaires as see in Appendix A.

3.4.1 DASS Scale

The researcher adapted Henry and Crawford (2005) scale for measuring the level of anxiety, depression, and stress among the participants (see Appendix B). The scale is called as DASS which is a set of three self-report scales. DASS had 21 items. The DASS scales is specifically designed not just to measure the emotional state like depression,

anxiety, and stress but it also helps in measuring and defining these emotional states for clinical purposes.

The scale for measuring depression assesses devaluation of life, dysphonic, self-deprecation, hopelessness, and lack of interest/involvement, with inertia and anhedonia. The scale for measuring anxiety assesses autonomic arousal, subjective experience of anxious affect, situational anxiety, and skeletal muscle effects. The Stress scale for measuring stress assesses levels of chronic non-specific arousal, difficulty relaxing, and being easily upset/agitated, nervous arousal, irritable/over-reactive and impatience.

The participants were asked to mark/rate the extent of severity to which they have been feeling from last one week. Each set of relevant items were summed for obtaining the scores for anxiety, depression, and stress. The researcher then used the scores given for measuring the outcomes using DASS for obtaining the level of stress, anxiety, and depression among these participants.

3.4.2 Emotional stability Scale

Emotional stability was measured using a self-reported scale with twenty items adapted from Pastorelli, Barbaranelli, Cermak, Rozsa, and Caprara (1997) (see Appendix C). The participants responded to several set of questions that helped in measuring their emotional stability. The participants were analyzed for their anticipatory and reactive stress feelings associated with their goals for measuring emotional stability.

3.5 Reliability and Validity

The reliability of the tools used in the study to collect the data were test through SPSS using Cronbach's Alpha Coefficient technique through SPSS program. This technique developed by Lee Cronach In 1951 to provide measure of the internal consistency of test or scale: it is expressed as number between 0 and 1. (Tavakol, & Dennick, 2011). Alpha value for DASS is (.776) and alpha value for Emotional stability scale is (.683) .no item deletes in both scale because the percentage is significant. Cohen gave the guideline of 0.2 as small, 0.5 as medium, and 0.8 and higher as large effect size (Denis, 2012). So DASS and Emotional Stability scale at medium effect size, both are

acceptable for using to determine the instruments used for the data collection are reliable enough to draw discussions and conclusions. Similarly, the researcher did not compromise on the validity of the instrument used for data collection. "Validity A test is valid for measuring an attribute if (a) the attribute exists and (b) variations in the attribute causally produce variation in the measurement outcomes"(Borsboom & Mellenbergh, 2004, P: 1061). To create the Kurdish version of both DASS and Emotional Stability , the researcher gave the scales to three linguistics and psychologist , first linguistic to translate the original English version into Kurdish, after which time it was translated back into English by the second linguistic who had no information of the wording from the original English version, last linguistic compared all item of the two version if they similar or not (for example: first item of the original version with first item of second English version, second item of original with second item of second English version,.....etc.), then both questionnaires were compared to correct any minor error. To know the content validity of the Kurdish version, the researcher gave the Kurdish version to three experts, who have Master and Doctorate of clinical psychology and Social psychology to look at the scales and give their opinion on the appropriateness of each item for measuring variables .Also in Emotional stability scale has five reversal item are item number (3,8,12,15,18). Reliability is stability of measurement over a variety of conditions in which basically the same results should be obtained (Nunnally, 1978).The researcher also presented the questionnaire to the three professionals to ensure validity. The researcher presented the questionnaire to two professional who have a master degree and one who have PhD degree .However, the questionnaire was approved and later used for data collection.

3.6Data analysis

The data collected from DASS and emotional stability scale was combined and analyzed through SPSS. The researcher conducted Analysis of Variance (ANOVA) for analyzing the relationship between independent and dependent variables including the impact of age, and department, year of study and live place of participants.and independent simple t-test for analyzing the relationship between independent and dependent variables including the impact of gender. Similarly, the correlation was also obtained for describing the impact of independent variables like stress, anxiety, and

depression on dependent variable that is emotional stability. also normality test was used to know distribution is normal with that for analyzing demographic scale we used frequency.

3.7 Ethical consideration

The researcher distributed the written consent forms among participants that outlined all the relevant information about the study and after reading the form carefully, participants returned the signed consent form back to the researcher. The aim and objectives of the study were deliberately described by the researcher. The participants of the study were not forced to take part in the study or to remain the part of the study. The participants of the study were allowed to withdraw from the research whenever they want without telling the reason to withdraw. The researcher did not collect any personal information of participants including their names. The participants of the study were kept anonymous. The data collected by the researcher was kept in an electronic safe where the researcher solely could access this data. The data of was further saved with the researcher so that it cannot be misused by other researchers. However, the researcher kept in mind the ethical consideration during data collection and analysis. The collected data was analyzed as it is without misinterpretation.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter represents the findings and discussion of the study. The data collected from DASS and emotional stability scale was analyzed using SPSS version 22. The results were presented through descriptive statistics, correlation analysis, ANOVA, and T-tests.

Is there a significant relationship between anxiety, depression, and stress with the emotional stability of the university students?

Table 2.

Correlation analysis

		Emo	Depre	Anxiety	Stress
Emotional S.	Pearson Correlation	1	-.354**	-.151*	-.257**
	Sig. (2-tailed)		.000	.015	.000
	N	259	259	259	259
Depression	Pearson Correlation	-.354**	1	.440**	.553**
	Sig. (2-tailed)	.000		.000	.000
	N	259	260	260	260
Anxiety	Pearson Correlation	-.151*	.440**	1	.408**
	Sig. (2-tailed)	.015	.000		.000
	N	259	260	260	260

Stress	Pearson Correlation	-.257**	.553**	408**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	259	260	260	260

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

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

The findings of the study suggest that there is a negative but significant correlation between depression, anxiety and stress with emotional stability. $P < 0.05$, $r = -0.35$, $P < 0.05$, $r = -0.151$ and $P < 0.05$, $r = -0.257$ as see in Table 1.

Is there a significant difference between the emotional stability of male and female students?

Table 3.

Independent Samples T-Test for emotional stability and gender

		N	Mean	Std.Deviation	t	df	Sig.(2-tailed)
EMO	Female	143	3.2615	.50287	.616	257	0.538
	Male	116	3.2233	.48947			

The findings of the study suggest that there is no significant difference between the emotional stability in terms of gender as see in Table 3. The mean and standard deviation for male and female students was 3.2 ± 0.489 and 3.2 ± 0.502 respectively. However, the findings suggest that there is no significant relationship between the emotional stability in terms of gender as $P > 0.05$, $t = 0.616$ with an effect size of 0.07 that we can say small size effect, according to Cohen's d that 0.2-0.5 include small size effect.

Is there a significant difference between the emotional stability in terms of age?

Table 4.

Descriptive statistics for Age and Emotional Stability

	Age	frequency	means	Std. Deviation	percent
Emo	18-22	198	3.2452	.52748	76.2
	23-27	58	3.2570	.38527	22.3
	28 and above	4	3.0250	.27538	1.5
Total		260	3.2444	.49632	100.0

Is table showing Descriptive for Age and Emotional Stability that 198 of participant their age between 18-22, also 58 of participant their age between 23-27, just 4 of participant their age are form 28 and above.

Table 5.

ANOVA for age and emotional stability

		Sum of Squares	df	Mean Square	F	P
Emo	Between Groups	.202	2	.101	.408	.666
	Within Groups	63.353	256	.247		
Total		63.554	258			

The findings of the study suggest that there is no significant effect between emotional stability in terms of age as mentioned in Tables 4 and 5, The $P > 0.05$ and $F(2,256) = 0.408$.

Is there a significant difference between the depression, anxiety and stress in terms of year of study?

Table 6.

Descriptive statistics for Depression, stress, and anxiety on year of study

	Year of study	frequency	means	Std. Deviation	percent
Depre	1 st year	97	1.1856	.51225	37.3
	2 nd year	74	1.0483	.54245	28.5
	3 rd year	57	1.2030	.54595	21.9
	4 th year	27	1.1270	.46432	10.4
	5 th year	5	1.3714	.54958	2.3
	Total	260	1.1478	.52535	100.0
Anxiety	1 st year	97	1.2828	.56918	37.3
	2 nd year	74	1.2529	.54465	28.5
	3 rd year	57	1.2757	.41550	21.9
	4 th year	27	1.1217	.45643	10.4
	5 th year	5	1.3143	.42137	2.3
	Total	260	1.2566	.51670	100.0
Stress	1 st year	97	1.3623	.41036	37.3
	2 nd year	74	1.2973	.47396	28.5
	3 rd year	57	1.3910	.47574	21.9
	4 th year	27	1.1852	.41140	10.4

5 th year	5	1.6286	.61941	2.3
Total	260	1.3368	.45051	100.0

Table 6 mentioned the mean and std. deviation the year of study of participants that include different year of study according to Depression, Anxiety and Stress, see in table 6.

Table 7.

ANOVA for depression, stress, and anxiety on year of study

		Sum of Squares	df	Mean Square	F	P
Depre	Between Groups	1.307	4	.327	1.187	.317
	Within Groups	70.176	255	.275		
	Total	71.483	259			
Anxiety	Between Groups	.596	4	.149	.554	.696
	Within Groups	68.551	255	.269		
	Total	69.147	259			
Stress	Between Groups	1.392	4	.348	1.734	.143
	Within Groups	51.174	255	.201		
	Total	52.566	259			

The findings of the study suggest that there is no significant difference between depression, anxiety, stress and year of study, as Depression $P > 0.05$ and $F(4, 255) = 1.187$, as Anxiety $P > 0.05$ and $F(4, 255) = .554$ and as Stress $P > 0.05$ and $F(4, 255) = 1.734$ as shown in Tables 6 and 7.

Is there a significant difference between the depression, anxiety and stress in terms of department?

Table 8.

Descriptive statistics for depression, anxiety, and stress with department

	Department	frequency	mean	Std. Deviation	percent
Depre	Medical	38	1.1090	.55719	14.8
	Education	71	1.2193	.50411	27.3
	Engineering	23	1.2981	.61508	8.8
	Art and Humanities	54	1.1878	.47972	20.8
	Administration and Economics	31	1.0691	.52795	11.9
	Science	13	.7912	.54590	5
	Physical and Basic Education	30	1.0762	.48151	11.5
Total		260	1.1478	.52535	100.0
Anxiety	Medical	38	1.0000	.48360	14.8
	Education	71	1.4064	.45410	27.3
	Engineering	23	1.3043	.48216	8.8
	Art and Humanities	54	1.3677	.60838	20.8
	Administration and Economics	31	1.1705	.53633	11.9
	Science	13	.9011	.40146	5
	Physical and Basic Education	30	1.2333	.37419	11.5
Total		260	1.2566	.51670	100.0

Stress	Medical	38	1.221	.47053	14.8
	Education	71	1.4567	.42627	27.3
	Engineering	23	1.5031	.51123	8.8
	Art and Humanities	54	1.3122	.44147	20.8
	Administration and Economics	31	1.3180	.39677	11.9
	Science	13	1.1758	.47436	5
	Physical and Basic Education	30	1.2048	.41891	11.5
Total		260	1.3368	.45051	100.0

Table 8 mentioned the mean and std. deviation the Department of participants that include different department according to Depression, Anxiety and Stress, see in table 8.

Table 9.

LSD Test for difference in stress levels across department

	(I) faculty	(J) faculty	Mean Difference (I-J)	Std. Error	Sig.
Stress	Medical	Education	-.23494*	.08891	.009
		Engineering	-.28130	.11686	.017
	Education	Medical	.23494*	.08891	.009
		Humanities and Art	.14457	.07987	.071
		Science	.28092*	.13344	.036
		Physical and Basic Education	.25198*	.09632	.009
	Engineering	Medical	.28130	.11686.	.017
		Humanities and art	.19094	.11014	.084

Science		.32728*	.15349	.034
Physical and Basic Education		.29834*	.12259	.016
Art and Humanities	Education	-.14457	.07987	.071
Science	Education	-.28092*	.13344	.036
	Engineering	-.32728*	.15349	.034
Physical and	Education	-.25198*	.09632	.009
Basic Education	Engineering	-.29834*	.12259	.016

*. The mean difference is significant at the 0.05 level.

Table 10.

ANOVA for depression, anxiety, and stress with department

		Sum of Squares	df	Mean Square	F	P
Depre	Between Groups	3.025	6	.504	1.863	.088
	Within Groups	68.458	253	.271		
	Total	71.483	259			
Anxiety	Between Groups	6.704	6	1.117	4.527	.000
	Within Groups	62.443	253	.247		
	Total	69.147	259			
Stress	Between Groups	3.064	6	.511	2.610	.018
	Within Groups	49.502	253	.196		
	Total	52.566	259			

The findings of the study suggest that there is significant difference among anxiety, stress and department of students as anxiety has $p > 0,05$ and $F(6,253) = 4,527$, and stress has $p > 0,05$ and $F(6,253) = 2,610$ also there is not significant correlation between depression and department of students as depression has $p > 0,05$ and $F(6,253) = 1.863$, as mentioned in Table 10, However, in the Post Hoc Test, it was found that the difference was in anxiety levels between medical faculty and education, arts, and humanities department, also difference was in anxiety levels between education faculty and medical, science department, with that there is difference was in anxiety levels between art and humanities faculty and medical and physical & basic education also last one there is difference was in anxiety levels between science faculty and education and art and humanities as $P = 0.001$. With that LSD test also there is difference was in stress levels according to faculty. See Table 9.

Is there a significant difference between the depression, anxiety and stress in terms of place they stay?

Table 11.

Descriptive statistics for Depression, anxiety, and stress with place of stay

	Place of stay	frequency	means	Std. Deviation	percent
Depre	My home	140	1.1469	.52536	53.8
	Dorms	114	1.1366	.52614	43.8
	Relative's House	6	1.3810	.54710	2.3
	Total	260	1.1478	.52535	100.0
Anxiety	My home	140	1.2480	.46885	53.8
	Dorms	114	1.2682	.57776	43.8
	Relative's House	6	1.2381	.41074	2.3
	Total	260	1.2566	.51670	100.0

Stress	My home	140	1.3704	.46041	53.8
	Dorms	114	1.2882	.44327	43.8
	Relative's House	6	1.4762	.26599	2.3
Total		260	1.3368	.45051	100.0

Table 11 mentioned the mean and std. deviation the place of stay of participants that include different place of stay according to Depression, Anxiety and Stress, see in table 11.

Table 12.

ANOVA for depression, anxiety, and stress with place of stay

		Sum of Squares	df	Mean Square	F	P
Depre	Between Groups	.341	2	.170	.615	.541
	Within Groups	71.143	257	.277		
	Total	71.483	259			
Anxiety	Between Groups	.028	2	.014	.052	.950
	Within Groups	69.119	257	.269		
	Total	69.147	259			
Stress	Between Groups	.544	2	.272	1.343	.263
	Within Groups	52.022	257	.202		
	Total	52.566	259			

The findings of the study suggest that there is no significant difference between depression, anxiety, stress and place of stay $p > 0.05$ as mentioned in both Tables 11 and 12.

Is there a significant difference in DASS total scores in terms of gender, age, year of study, department and place of stay?

The findings of the study show that DASS has no significant difference with age, and year of study and place of stay in general.

Table 13.

Independent Samples Test for DASS and gender

		N	Mean	Std.Divation	t	df	Sig.(2-tailed)
DASS	Female	143	1.3040	.39640	2.569	258	.011
	Male	116	1.1775	.39380			

The findings of the study suggest that there is significant difference between the DASS in terms of gender as shown in Table 13. The mean and standard deviation for male and female students was 1.30 ± 0.396 and 1.17 ± 0.393 respectively. However, the findings suggest that there is significant relationship between the DASS in terms of gender as $P < 0.05$, $t = 2.569$ with an effect size of 0.3 that we can say small size effect, according to Cohen's d that 0.2-0.5 include small size effect.

Table 14.

Descriptive statistics for DASS and age

	Age	frequency	means	Std. Deviation	percent
DASS	18-22	198	1.2456	.40060	76.2
	23-27	58	1.2455	.40835	22.3
	28 and above	4	1.3452	.24086	1.5
	Total	260	1.2471	.39948	100.0

Table 14 mentioned the mean and std. deviation the age participants that include different age according to DASS, see in table 14.

Table 15.

ANOVA for DASS and age

		Sum of Squares	df	Mean Square	F	P
DASS	Between Groups	.039	2	.020	.122	.885
	Within Groups	41.294	257	.161		
Total		41.333	259			

The findings of the study suggest that there is no significant relationship between DASS in terms of age as observed as mentioned in Table 15 and 16. The $P > 0.05$ and $F(2,257) = 0.122$.

Table 16.

Descriptive statistics for DASS and department

		Department	frequency	means	Std. Deviation	percent
DASS		Medical	38	1.1103	.44286	14.8
		Education	71	1.3608	.35967	27.3
		Engineering	23	1.3685	.42742	8.8
		Art and Humanities	54	1.2892	.39015	20.8
		Administration and Economics	31	1.1859	.41227	11.9
		Science	13	.9560	.33529	5
		Physical and Basic Education	30	1.1714	.32336	11.5
Total			260	1.2471	.39948	100.0

Table 16 mentioned the mean and std. deviation the department of the participants that include different department according to DASS, see in table 16.

Table 17.

ANOVA for DASS and Department

		Sum of Squares	df	Mean Square	F	P
DASS	Between Groups	3.454	6	.576	3.845	.001
	Within Groups	37.879	253	.150		
Total		41.333	259			

The findings of the study suggest that there is significant correlation among DASS and department of students as $p < 0,05$ and $F(2,253) = 3,845$. however in the Post Hoc Test, it was found that the difference was in DASS levels between medical faculty and education, also there is difference was in DASS levels between Education faculty and medical and science faculty with that there is difference was in DASS levels between Engineering faculty and science faculty and result show that the difference was in DASS levels between Science faculty and education and engineering faculty as $P = 0.001$.as mentioned in Tables 17 and 18.

Table 18.

Descriptive statistics for DASS and year of study

		Year of study	frequency	means	Std. Deviation	percent
DASS	1 st year		97	1.2769	.37117	37.3
	2 nd year		74	1.1995	.44158	28.5
	3 rd year		57	1.2899	.39487	21.9
	4 th year		27	1.1446	.35549	10.4

5 th year	5	1.4381	.50776	2.3
Total	260	1.2471	.39948	100.0

Table 18 mentioned the mean and std. deviation the year of study of the participants that include different year of study according to DASS, see in table 18.

Table 19.

ANOVA for DASS and year of study

		Sum of Squares	df	Mean Square	F	P
DASS	Between Groups	.824	4	.206	1.297	.272
	Within Groups	40.509	255	.159		
	Total	41.333	259			

The findings of the study suggest that there is no significant relationship between DASS in terms of year of study as observed see Tables 19 and 20. The $P > 0.05$ and $F(4,255) = 1.297$.

Table 20.

Descriptive statistics for DASS and place of stay

	Place of study	frequency	means	Std. Deviation	percent
DASS	My home	140	1.2551	.39289	53.8
	Dorms	114	1.2310	.41393	43.8
	Relative's House	6	1.3651	.28037	2.3
	Total	260	1.2471	.39948	100.0

Table 20 mentioned the mean and std. deviation the place of stay of the participants that include different place of stay according to DASS, see in table 20.

Table 21.

ANOVA for DASS and place of stay

		Sum of Squares	df	Mean Square	F	P
DASS	Between Groups	.122	2	.061	.381	.684
	Within Groups	41.211	257	.160		
Total		41.333	259			

The findings of the study suggest that there is no significant relationship between DASS in terms of place of stay as observed in Tables 21 and 22 The $P > 0.05$ and $F(2,257) = .381$.

4.2 Discussions of the findings

The findings of the study demonstrated similar results with the existing studies in the relevant field. Kaiser and Ozer (1997) researched on the relationship between anxiety and emotion stability. They outlined that anxiety and emotional stability are closely associated. The experience of pro-active and reactive stress is related to goals, which was examined as a function of the trait of emotional stability. The study included a survey from the students. The experiment was conducted during the first few weeks of the academic year. In this experiment, first-year College students were supposed to examine the degree of their emotional stability, provided a set of their goals, rated these goals on estimated stress. This experiment was repeated after 6 months and the same set of goals on reactive stress were re-evaluated. The results indicated that emotional stability is related to reactive stress but not to anticipatory stress. While, this general finding held for the academic, social, independence, pleasure, and moral/religious goal domains, it is found that substantive qualifications are required for three other content domains. The findings revealed that emotional stability is related to both anticipatory and reactive stress in the health domain. The study discovered that emotional stability is not related to the kind of stress in the organization and material wealth domains. In this

regard, the reasons for these differences and suggestions for using trait and goal units are discussed.

Mikolajczak, Menil, and Luminet (2007) also researched on the emotional stability and stress relationship. They outlined that stress and emotional stability are also closely related to each other than anxiety and emotional stability. They explained the protective effect of trait emotional intelligence (trait EI) about occupational stress. The research was based on emotional labor (EL) which is considered as an occupational stressor. EL is considered as the action performed to manage emotions and emotional expressions to cope up with the display rules of the organization. It is believed that employee's spontaneous feelings are affected by the display rules which usually results in a clash between inner/real and required feelings. This clash can be handled through different strategies. These strategies can be used to save the psychological and physical health of any individual.

The study by Horwitz (2010) revealed that anxiety and depression are emotional conditions. This disorder is very common and it can be experienced by any individual at different stages of life. This disorder occurs due to the different reasons which, varies person to person. Depression, stress, and anxiety are not considered healthy for any individual as it can limit mental development. It also casts an effect on the emotional stability of any person. It can impact the decision-making power of an individual. Studies have shown that it also has an impact on the way the affected person manages his relationships. The impact of this disorder is affected by the environment and the attitude of that person. The surroundings can change the perception of the individual to handle the situations. It was found that this impact can be both long term and short term. The stressed and depressed people are likely to hide their pain and anxiety, which has a negative effect on their health. It can stop them from healing appropriately and finding solutions to solve their issues. The study indicated that this disorder can be alarming for the person. The most common effect seen is the introvert behavior and isolation from society and gatherings. Such individuals should be understood and reasons for their stress should be discussed with them.

A study was conducted by Wani and Sankar (2016) to outline the emotional stability among the students of the university in India. They used the quantitative research method to evaluate the emotional stability of university students. The participants of the study included 300 students; 150 girls and 150 boys. The students were taken from different categories of disciplines. The sample data was collected through the emotional stability test which was developed by A. S. Gupta and A.K. Singh. The questionnaire was presented to the participants and the results were recorded. The results of the study revealed that girls and boys presented the same emotional stability mean scores. It highlighted that frequency of occurrence of the emotional stability doesn't depend upon the gender of the students. The results of the study also depicted that emotional stability of science and the general groups were similar in the mean scores. On detailed analysis, it was found that boys are generally more emotionally stable than the girls. The study indicated that students of the general discipline were found to be more emotionally stable than the students of the science group. This study was confined to the students of the university. The authors suggested that more research is required to find the relation of emotional stability degree in both genders.

To study the impact of school demands on the daily time use and subjective states of young people in India, Verma, Sharma, and Larson (2002) conducted the study. The participants of the study were one hundred urban, middle-classes, 8th-grade students. Experience Sampling Method was used in this study. These students presented 4764 reports by carrying alarm watches for one week and provided on their activities and subjective states at random times. These youths were found to spend one-third of their waking time in school-related activities. It was observed that girls spent their waking time in school-related activities. The results revealed that schoolwork generated a negative state of mind in students. It was reflected in a lower feeling of choice, low upset state, below-average activation levels, and higher social anxiety. It was observed that students experienced these emotions during their homework. The discovered the trade-off confronted by these youngsters. It was seen that lower average emotional states and more internalizing problems were observed in students those who spent more time doing their homework. The study showed that those Indian students who spent more

time in leisure experienced more satisfactory states but they faced a higher level of academic anxiety and lower educational success.

The study conducted by Schreiner and Malcolm (2008) investigated the changes caused in the emotional states of anxiety, depression, and stress. The study outlined the advantages of mindfulness meditation which can help in developing emotional stability. The participants of the study included 50 people who were suffering from different levels of anxiety and stress. It was also investigated how different levels of depression and anxiety is affected by mindfulness training. The quantitative research method was used in this study. The participants completed the two rounds of Depression Anxiety and Stress Scale, which was a 21-item version (DASS-21); one before the training and one after the 10 weeks of the program. The results of the study highlighted the positive change in the affected people. It was observed that stress and anxiety level was decreased after the program. The training helped all the people to lower their stress and become emotionally stable. The results suggested that mindfulness training is very effective to reduce the symptoms of depression and anxiety. The positive change indicated the need for such programs to make people emotionally stable. The study highlighted the need for attention retraining and such programs which can help to reduce the stress and manage one's own emotion. It will have a positive change on the productivity and health of the people.

Salleh (2008) conducted a study to highlight the relationship between stress, illness and life events. He did a content analysis to find out the relationship between stress and mental sickness. The results of the study revealed that there are few factors which impact stress management strength and its effects on any human being. It may include support from family or friends, stress coping style, genetic vulnerability and the type of personality the person owns. It was also discussed that not all stress types are negative. The study confirmed that immunity is affected by stress. The study indicated that short-term stress can boost the immune system which depicts its positivity. The long term and chronic stress can cause illness and can damage the emotional stability of people. Stress can become the reason of causing diabetics, blood pressure, stomach disorders, atherosclerosis, and cancer as well. It also depicted stress can not only cause

damage to the emotional and mental health but it also affects the physical health of the affected people. The study outlined the psychiatric illness caused by stress. Hence, many existing studies support the argument presented in the study and outlined in the findings of this research. Emotional stability is affected by stress, depression, and anxiety among young learners.

CHAPTER V

CONCLUSION

5.1 Conclusion

Stress, depression and anxiety are becoming very common. It depends upon many factors. The study was performed to evaluate the effect of anxiety, stress and depression on emotional stability. There has been a substantial increment in the rates of tension issues and side effects throughout the years. There is no significant difference between the emotional stability of men and women. We came to know that there is not any particular difference in emotional stability in case of gender. It is observed that distinctions are developed, regardless of whether the gender contrasts have neurological substrates gender orientation job, socialization may change the minds of young men and young ladies.

It is usually believed that emotional stability comes with age. It was believed that an individual's feeling of satisfaction and passionate offset appears to increment with age. However, the results indicated that there is no significant relationship between emotional stability and age. As individuals get more established, they're progressively mindful of mortality and satisfaction. It was believed that stress among understudies can be a significant danger, bringing about physical and additionally psychological sickness, and negatively affect understudies' execution and the expert routine with regards to their expert examinations. The fundamental point of the present investigation was to distinguish the impact of a year of concentrate on the dimension of worry among the understudies in a Depression, stress and anxiety do not depend upon the year of study students of different educational level may feel and bear the same level of depression, students with less age might be more stable than the students elder than them, age doesn't define the strength to handle depression, stress and anxiety.

Stress has been characterized in various ways throughout the years. It is the mental and physical express that outcomes when the assets of the individual are not

adequate to adapt to the requests and weights of the circumstance. Stress can undermine the accomplishment of objectives, both for people and for associations. There is a significant connection among anxiety and stress with department of students. In stress anxiety levels may vary according to the fields and departments. The course which is relatively tough can cast anxiety on the students. The place of stay has no impact on depression, stress and anxiety. However, if a person is not comfortable in his place of living the answer can be positive. Students living in different areas may experience the same level of anxiety, stress or depression. Although, place of stay may impact the mood it can cause anxiety, stress or depression. It is possible to relax in the areas by doing different activities and such steps can help in lowering the pressure of living area. In General, we can conclude that anxiety, stress and depression have no concern with the gender, age, year of study and living place. However, pressure and anxiety have turned into a typical issue these days. The workload and department may impact the anxiety level in the students. This anxiety is dependent upon the problem coping strategies of the students. If students are unable to manage their anxiety, it may gradually transform into depression. Stress, depression and anxiety do not depend upon the physical characteristics of students. However, they might be influenced by the emotional stability of the students. Can be characterized as a condition in which individuals face requirements, openings or loss of something that they don't want.

5.2 Recommendations

This study has been performed to analyze the relationship of depression, anxiety and stress with department difference, year of study and living place, also DASS difference with total demography like age, gender and other. In the data provided, it was found that there is no concern of depression, anxiety and stress with all those factors but although the data is limited, maybe its implications shall be different for a large amount of data. From the given data we can make some recommendations. For example, the strength of attachment related nervousness and evasion and their association with powerful identity models are issues worth further examination. Contemplating discriminate legitimacy as for parts of character regarded as persistently heritable, for example, personality is especially significant. Our points were to analyze the steadiness of connection measurements and to ponder their association with mental misery

personality, gender, places and character measurements. There is more research required on the emotional stability factors which affect the depression and stress. The data was confined to students, depression and stress is found in almost all age groups. Further research is required to find the factors which affect stress, anxiety and depression.

These findings can be used in school and colleges for further research on stress and depression. The findings can be used to make strategies and plans which may help to cope up with the rising depression and stress in the society. It can be used to enhance awareness in college and school students. Teachers and trainers can use the data to help their students fight depression and stress. These findings can help in enhancing the confidence of students and making them more emotionally stable. However, there are many places in the world where students are not supported in their depression. The findings can be used to rightly target the shortcoming in the system of schools or colleges. Data can be used to define the transforming activities which can help students become free from depression and stress. There were certain conditions missing in the findings which could improve the conclusions. The data was quantitative in nature. There is scope to research more on the qualitative point of view.

The sample size should be large and should target people from different parts of the country. It is recommended to apply the same test on a large and diverse sample size. It is recommended to find out the causes and reasons for the depression and stress under the same conditions. The factors and other conditions which might have affected the depression, stress and anxiety levels are still unknown. To investigate further about emotional stability and age, the large sample should have been used. The findings can be used by the policy makers to highlight the increasing depressions and stress in the educational institutes. Special training should be given to the teachers and students to handle stress, depression and anxiety.

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APPENDIX A: Demographic details

1. Please indicate your gender; ☐ Male ☐ Female

2. Please indicate your age;

18-22	23-27	28 or above

3. Please indicate your faculty

Medical science	Education	Engineering	Arts and humanities science	Administration and economics	Physical and Education	science

4. Please indicate your year of Education

First year	Second year	Third year	Forth year	Fifth year	Sixth year	More than sixth year

5. Please indicate in which place you stay

My home	Hostel/dorms	Relative's house

APPENDIX – B: DASS Questionnaire form

DASS21

Date:

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There are no rights or wrong answers.

Do not spend too much time on any statement.

The rating scale is as follows:

0 Did not apply to me at all

1 Applied to me to some degree, or some of the time

2 Applied to me to a considerable degree or a good part of time

3 Applied to me very much or most of the time

- | | |
|---|---------|
| 1 (s) I found it hard to wind down | 0 1 2 3 |
| 2 (a) I was aware of dryness of my mouth | 0 1 2 3 |
| 3 (d) I couldn't seem to experience any positive feeling at all | 0 1 2 3 |
| 4 (a) I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 1 2 3 |
| 5 (d) I found it difficult to work up the initiative to do things | 0 1 2 3 |
| 6 (s) I tended to over-react to situations | 0 1 2 3 |
| 7 (a) I experienced trembling (e.g. in the hands) | 0 1 2 3 |
| 8 (s) I felt that I was using a lot of nervous energy | 0 1 2 3 |
| 9 (a) I was worried about situations in which I might panic and make a fool of myself | 0 1 2 3 |
| 10 (d) I felt that I had nothing to look forward to | 0 1 2 3 |
| 11 (s) I found myself getting agitated | 0 1 2 3 |
| 12 (s) I found it difficult to relax | 0 1 2 3 |
| 13 (d) I felt down-hearted and blue | 0 1 2 3 |

- 14 (s) I was intolerant of anything that kept me from getting on with what I
was doing 0 1 2 3
- 15 (a) I felt I was close to panic 0 1 2 3
- 16 (d) I was unable to become enthusiastic about anything 0 1 2 3
- 17 (d) I felt I wasn't worth much as a person 0 1 2 3
- 18 (s) I felt that I was rather touchy 0 1 2 3
- 19 (a) I was aware of the action of my heart in the absence of physical
exertion (e.g. sense of heart rate increase, heart missing a beat) 0 1 2 3
- 20 (a) I felt scared without any good reason 0 1 2 3
- 21 (d) I felt that life was meaningless 0 1 2 3

APPENDIX – C: Emotional Stability Questionnaire form

Emotional stability

The rating scale is as follows:

1 strongly agree

2 agree

3 neutral

4 disagree

5 Strongly disagree

EI1	I am impatient	1 2 3 4 5
EI2	I make trouble for others	1 2 3 4 5
EI3	I get along well with others*	1 2 3 4 5
EI4	I shout	1 2 3 4 5
EI5	I interrupt others while they are talking	1 2 3 4 5
EI6	I play loud games	1 2 3 4 5
EI7	I play with matches or fire	1 2 3 4 5
EI8	I am funny*	1 2 3 4 5
EI9	I bother others	1 2 3 4 5
EI10	I have bad moods	1 2 3 4 5
EI11	I am impolite	1 2 3 4 5
EI12	I feel happy*	1 2 3 4 5
EI13	I don't respect others	1 2 3 4 5
EI14	I cry	1 2 3 4 5
EI15	I make new friends easily*	1 2 3 4 5
EI16	It's hard for me to stay still	1 2 3 4 5
EI17	At school I talk when I shouldn't	1 2 3 4 5
EI18	I do well in school*	1 2 3 4 5
EI19	I get mad	1 2 3 4 5
EI20	I play dangerous games	1 2 3 4 5

APPENDIX – E: Ethic Commotion report



YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

15.03.2019

Dear Shahla Ali Ahmed Ahmed

Your application titled “**The Impact of anxiety, depression, and stress on Emotional Stability among the University Students**” with the application number YDÜ/EB/2019/268 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

A handwritten signature in cursive script, reading 'Direnç Kanol'.

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX –D:Curriculum Vitae**CURRICULUM VITAE**

I'm, Shahla ALI AHMED was born on 1/1/1994 in Iraq. I started my studies from 2000-2006 and obtained my first school certificate, on 2007 – 20012 I attended high school and obtained my Secondary School Certificate. I graduated from Koya University, and obtained a B.Sc. degree on 2016 in Clinical Psychology. On 2018-2019 academic years I attended Near East University, Northern Cyprus to obtain a Master's degree in Guidance and Psychological Counseling.

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