Self Esteem Level and its Associated Factors in Undergraduate Students, University of Swat Kpk, Pakistan

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Abstract

This study is conducted to estimate the self-esteem level of undergraduate students of University of Swat, Khyber Pakhtunkhwa Pakistan. Stratified random sampling method is used to identify the representative sample from the population. Education department are considered as strata, and sample are selected from each stratum. Rosenberg Self-Esteem Scale (RSE) is used to assess the self-esteem level of selected students. A structure questionnaire along with the scale is distributed among selected students for data collection. The collected data is presented by Tables, and binary regression model is used to identify the significant factor associated with level of self-esteem. The study show that 61.50% students have normal self-esteem and 38.50% student have low self-esteem. The result of binary regression model shows that academic performance and gender are significantly associated with self-esteem level.

Keywords: stratified random sampling, education departments, academic performance, gender, binary regression

Introduction

One of the fundamental constructs in psychology is self-esteem, which is individual perception regarding their own worth (Rosenberg, 1965). It plays a critical role in shaping mental well-being, social behavior, academic performance, and interpersonal relationships. The significance of self-esteem has been widely acknowledged in both theoretical frameworks and empirical studies, positioning it

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as a central factor in understanding human motivation and psychological functioning (Mruk, 2006).

The conceptualization of self-esteem can be broadly categorized into two types: global self-esteem, which reflects an overall sense of self-worth, and domain-specific self-esteem, which relates to particular aspects such as academic ability, physical appearance, or social competence (Harter, 1999). High self-esteem is generally associated with positive outcomes such as greater resilience, goal-setting behavior, and life satisfaction (Baumeister et al., 2003), while low self-esteem is often linked with depression, anxiety, and social withdrawal (Orth & Robins, 2013).

In recent years, there has been a growing interest in the dynamic and developmental aspects of self-esteem. Longitudinal research suggests that self-esteem is relatively stable over time but can fluctuate in response to life experiences, developmental transitions, and social feedback (Trzesniewski et al., 2003). Moreover, cultural and contextual factors, such as family environment, peer relationships, and educational settings, play a significant role in the formation and maintenance of self-esteem (Heine et al., 1999; Fergusson et al., 2007).

A study by Kazeem and Omole (2014) demonstrated a positive correlation between low self-esteem and anxiety among undergraduate students. Low self-esteem is often associated with poor mental health outcomes, including depression and feelings of worthlessness. According to Orth et al. (2008), there is a bidirectional relationship between low self-esteem and depression among young adults, indicating that low self-esteem can led to the development of depressive symptoms. A study by Orth et al. (2010) found that low self-esteem predicted social withdrawal and loneliness among college students over time. Some students with low self-esteem may engage in risky behaviors such as substance abuse, unhealthy eating habits, or unsafe sexual practices as a means of coping with their negative self-perceptions. Donnellan et al. (2005) identified a link between low self-esteem and engagement in risky behaviors among college students. Negative Childhood Experiences, perfectionism, social media and societal pressures, traumatic life events, critical inner voice personality factors, unemployment, relationship Issues, physical appearance, health problems, cultural and ethnic factors, lack of social support are the factors influencing low self-esteem. Vakoufar, Christina & Mavroidis (2014) examined the relationship between self-esteem and loneliness in a blended distance learning environment in Greece. They found a negative correlation

between self-esteem and academic dropout intention, but a positive correlation between self-esteem and course satisfaction. Han & Kim (2006) analyzed data from 1155 middle and high school students in Seoul and Kyungkido, Korea, focusing on factors affecting adolescents' self-esteem. The results showed that depression, social support, body-image, problematic behavior, school adjustment, and family harmony were the major factors affecting self-esteem, accounting for 54.7% of self-esteem. Zahra, Muin & Nasrullah (2019) examines the self-esteem levels of 3rd semester English Department students at Lambung Mangkurat University.

They used qualitative approaches, 41 students were surveyed using observation, questionnaire, and interviews. Their results showed that students' self-esteem levels were mostly average, with speaking aspects affecting their self-esteem. Valizadeh et al. (2016) explores pressure and protective factors among Iranian nursing students using a qualitative approach. Semi-structured interviews with 14 student nurses and two qualified nurses revealed that as pressure factors decrease, protective factors increase self-esteem. Hoi (2006) Investigates the anxiety levels of 589 Macau higher education students two weeks before final exams using Spielberger's State-Trait Anxiety Inventory and Rosenberg's self-esteem scale. Results show night-class students have higher anxiety levels than day-class students. Koruk (2017) examined the impact of self-esteem on student achievement, analyzing 46 studies from 150 sources. Their results showed a medium-level positive effect of self-esteem on student achievement, with moderators including the study year, sample group's culture, school subject, and student's grade. Utami & Wahyudin (2022) investigated that self-esteem plays a significant role in influencing students' learning, and a study found a moderately positive relationship between students' self-esteem and their English Language Proficiency Test (EPT) scores. Higher self-esteem leads to better EPT scores. Prevalence and associated factors of various mental disorders diseases and other physical diseases are assessed in some studies (Khan et al, 2025; Haq et al., 2024; Khan et al., 2024; Khan and Ali, 2024; Khan et al, 2023; Khan and Ali, 2022; Khan, Amin and Haq, 2022; Haq, Ullah and Khan, 2022; Akhtar et al., 2022). In the present study the level of self-esteem and its associated factors among undergraduate students University of Swat is investigated.

Methodology

The present study is conducted in University of Swat, Khyber Pakhtunkhwa, Pakistan. The data was collected from undergraduate students University of Swat by

using stratified random sampling which is one of the most well-known sampling techniques. Some advanced sampling schemes are available in literature (Khan et al, 2025; Khan et al., 2024; Khan and Ali, 2022; Khan, Ismail and Rooh-ul-Amin, 2022; Khan et al., 2022; Khan, Ismail and Samawi, 2020; Khan and Ismail, 2019), but a suitable sampling method for the current study is cluster sampling method. Academic departments are considered as strata. Thus, students are selected from each department using a simple random sampling method. For the collection of data, a questionnaire was developed and distributed among the selected sample.

The population of this study was the current undergraduate students enrolled in the University of Swat main Campus, Khyber Pakhtunkhwa, Pakistan. Table is used to present the collected data. The logistic regression model is used when the dependent variable is categorical in nature (Cheema et al., 2024; Khan, Haq and Dawood, 2023; Khan, Hussain and Asadullah, 2023; Khan, Hussain and Ijaz, 2022; khan et al., 2022; Khan et al, 2022a).

For assisting the significant factors affecting the level of self-esteem, binary logistic regression is used because the dependent variable, level of self-esteem, is binary in nature.

Results and Discussion

We use Stratified Random Sampling and collected the data from undergraduate students in University of Swat. One hundred and eighty-seven undergraduate students are selected consisting of 89 (47.6%) male and 98(52.4%) female students. Table 1 presents the frequency and percentage of self-esteem among undergraduate students of University of Swat. It shows that 115 (61.5%) of undergraduate students have normal self-esteem and 72 (38.5%) of undergraduate students have poor self-esteem. Table 1 further indicates that those who watched lectures related to self-esteem and have normal and low self-esteem are 130 (69.5%) and 57 (30.5%) respectively. Further, the Table reveals that 7(3.7%) of undergraduate student have chronic disease and 180 (96.3%) have not such disease. Moreover, 182 (97.3%) of undergraduate students have a healthy relationship with their family, whereas 5 (2.7%) have not such relation. The Table shows that 172 (92%) of undergraduate students have healthy relationships with their friends, and 15 (8%) have no healthy relationships with their friends. Concerning the understanding of islam, its various level is presented in Table 1, which shows that 30 (16%) have a very high level, 68

(36.4%) have high level, 4 (2.1%) have low level, while, 85 (45.5%) of the undergraduate students have average understanding about Islam. Academic performance of the students is assessed by their obtained CGPA. According to Table 1, majority of the students 103(55%) obtained 3.25 to 3.74 CGP.

Table 1 Self-Esteem Level and Other Characteristics of Respondent

	Variable	Number of Respondents	Percent
Level of Self-esteem	Poor	72	38.5
	Normal	115	61.5
Lecture related to Self-esteem	No	57	30.5
	Yes	130	69.5
Chronic diseases	No	180	96.3
	Yes	7	3.7
Relation with Family	No	5	2.7
	Yes	182	97.3
Relation with friends	No	15	8.0
	Yes	172	92.0
Knowledge of Religion	Low	4	2.1
	Average	85	45.5
	High level	68	36.4
	Very high	30	16.0

GPA	2.25—2.74	5	2.6
	2.75—3.24	43	22.9
	3.25—3.74	103	55.0
	3.75—4.00	36	19.25

Table 2 shows that 39(39.8%) female students have low self-esteem, 59(60.2%) female students have normal self-esteem level, 33(37.08%) male students have low self-esteem, 56(62.92%) male students have normal self-esteem.

Table 2 Self Esteem Level of Male and Female Students

	Low Self Esteem	Normal Self Esteem	Total
Female	39 (39.8%)	59 (60.2%)	98(52.4%)
Male	33 (37.08%)	56 (62.92%)	89 (47.6%)
All	72 (38.5%)	115 (61.5)	187

The result of binary logistic regression model is presented in Table 3. The gender and academic performance are significantly associated with level of self-esteem of undergraduate students as their p value is less than 0.05. The gender is positively associated with level of self-esteem which shows that female students have low self-esteem compare to male students. Moreover, the academic performance is also positive related to level of self-esteem, thus, students with higher academic performance have normal self-esteem and vice versa.

Table 3 Result of Binary Logistic Regression Model

Coefficient	Estimate	Std error	Z value	P value
Intercept	-12.0065	5.8223	-2.262	0.0038
Gender	2.3237	1.3012	1.028	0.0306

Academic performance	3.4321	1.2113	2.005	0.0252

Conclusion

The present study aims to estimate the prevalence of various levels of self-esteem and its associated factors among undergraduate students of University of Swat. The study consists of 187 respondents having 89 (47.6%) male and 98(52.4%) female students. Moreover, 61.50% students have normal self-esteem and 38.50% student have low self-esteem. According to gender, 39(39.8%) female students' self-esteem are low and 59(60.2%) female students' self-esteem are normal, and 33(37.08%) male students' self-esteem are low and 56(62.92%) male students have self-esteem normal. In order to assess the significant associated factors, influence on the level of self-esteem, binary logistic regression model is used. The model shows that gender and academic performance is significantly associated with level of self-esteem of undergraduate students in University of Swat.

The study suggests that educational institutions should implement programs and policies aimed at enhancing students' self-esteem. These could include counseling services, workshops on body positivity, and initiatives to reduce the negative impacts of social media. By addressing these areas, universities can help students achieve their full potential both academically and personally.

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