Determinants of Self-Esteem among Undergraduate Students of Public Higher Education Institutions in Ethiopia

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ARTICLE INFO	ABSTRACT

Self-esteem is a person's feeling of self-pride or worth that reflects a person's overall evaluation of his or her own value. The aim of this study was to assess determinants of self-esteem among undergraduate students of public higher education institutions in Ethiopia. Cross-sectional study was conducted at three randomly selected universities found in Ethiopia. The study participants were consists of 382 randomly selected third year students from college of business and economics. The data covers demographic variables and 10-items validated Rosenberg Self-Esteem Scale. The collected data were analyzed using SPSS Version 20.00.Out of 410 distributed questionnaires for the study participants only 382 (207 male and 175 female) students with response rate of 93.2% were returned the questionnaires in this study. Accordingly, the result of our study revealed that female students has high mean score (33.67 ±4.14) than male students (27.47±2.89) of self-esteem. Multiple regressions analysis of our study also revealed that gender difference, residence and CGPA of students are significant predictors (or significantly related to) of self-esteem (P=0.000). This study concludes as the parental education, gender difference, residence, and CGPA of students are the main determinants of students' self-esteem. But Parental occupation has no correlation and significant impact with students' self-esteem**.** Thus, the researchers recommend further studies on this area by incorporating other variables and universities to boost the students' self-esteem.

Introduction

According to Rosenberg (1965), self-esteem is an individual's positive or negative outlook towards oneself and one's evaluation of one's own thoughts and feelings. It is regarded as a personal psychological characteristic relating to self-judgment based on one's values about humans (M. Alesi et.al, 2012). Self-esteem can be either positive that leads to greater happiness or negative that leads to depression (Baumeister, 2003). Students' self-esteem is affected by different factors like environment, teachers, peers, curriculum, academic performance; demographic factors such as gender, parents' background and etc. At national and international level, different researchers were point out the determinants of self-esteem. Despite plenty of research still there are controversies in their finding.

For instances, many previously published studies have reported the correlation between self-esteem and gender (P. Heaven, et.al, 2008)). Their findings reported that low self-esteem was found to be more common in Female than male. Contrary to the above mentioned studies, finding from other study reported that female students were found to score higher in self-esteem than male students (Habibollah Naderi et.al, 2009). On the other hand, there are some studies that reported as there is no any significant difference of self-esteem scores between male and female (W. Patton et.al, 2004). In the relationship between self-esteem and academic achievement, research findings across the world indicated contradictory findings about whether self-esteem is resulted from academic achievement or vice versa. The results of several studies reported there is significant relationship between self-esteem and academic achievement (Habibollah et.al, 2004). They justify their finding that self-esteem is assumed as a possibility reason for high academic achievement where good academic grades enhance one's sense of

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worthiness and competence. On the other hand, result from longitudinal studies show that there is inverse relationship between self-esteem and academic achievement (Rozumah and Baharudin, 2009). They explain as students with higher academic performance are more self-critical compared to students with moderate academic performance.

There are studies indicating whether or not student's self-esteem has correlation with parent's educational level. Finding from these studies revealed that, there is a significant positive correlation between parents' education and students' self-esteem (Andrea Chan and Huan Wen(2011), V. Sepahi et.al, 2015)).

Globally, researchers studied self-esteem in association with different factors from different dimension. The output of these studies are inconsistence and controversial which creates a debate among different researchers. In Ethiopia, as to the knowledge of the investigators there is no study done to examine the determinants of self-esteem among undergraduate students in public higher education institutions. Therefore, the aim of our study was to determine whether there are correlation between self-esteem and variables of gender, academic performance, residence, family occupation, and level of family education among third year students from selected public higher education institutions in Ethiopia. Finding from our study will help educators, policy makers and parents to understand how the stated variables contribute to students' self-esteem so as to development of training curricular and enrichment programs that complement the cognitive aspect of knowledge acquisition. Furthermore, the result of this study will be used as inputs for all public higher education institutions in Ethiopia to improve their own programs to produce competent and confident graduates.

Methods

Study design, participants and settings

This study is a cross sectional study that carried out to examine the level of students` self- esteem and the relationship between self –esteem with variables of students` gender, academic performance, residence, family occupation, and level of family education among undergraduate students of public higher education institutions in Ethiopia. The data was collected from randomly selected third year students of business and Economics College of purposively selected public higher education in Ethiopia (Jimma, Hawasa and wallega) using well-structured questionnaires. A total of 382 students were participated on the survey. Out of these, 207 are male and 175 are female students who were with the age range of <20->25. Those samples were the followers of orthodox (112), Muslims (90), protestant (87) and others(93). All the study participants were third year university students from any departments who are voluntary to participate on the study.

Study instrument and data collection procedure

The study was done and administered based on 15 point survey instruments of which five is demographics items including gender, parental education, student residence, Parental occupation, and current CGPA of students and 10 is validated Rosenberg self-esteem measurements scale (RSES-1996). Self-esteem was measured by 10-item standardized Rosenberg self-esteem scale. Sample of Rosenberg self-esteem scale items are (1)On the whole, I am satisfied with myself, (2) At times I think I am no good at all , (3)I feel that I have a number of good qualities, (4)I am able to do things as well as most other people do,(5)I feel I do not have much to be proud of, (6)I certainly feel useless at times, (7)I feel that I'm a person of worth, at least on an equal plane with others,(8)I wish I could have more respect for myself, (9)All in all, I am inclined to feel that I am a failure and (10)I take a positive attitude toward myself(ibid).

Each scale is answered based on four point likert scale ranging from strongly agree to strongly disagree. Out of 10-items standardized Rosenberg self-esteem measurement items 2, 5, 6, 8, 9) reversed score and the remaining items 1,3,4,7 and 10 are positively stated. Accordingly high core indicated high level of self- esteem and the reverse is true for low scores. Besides, academic performance of students' were determined and measured by their cumulative grade point average(CGPA) Academic performance for each student was determined based on the cumulative grade point average (CGPA) by classifying into good performer for those students who score CGPA of 2.5 and above and less performer for those students who score CGPA of less than 2.5. The data was collected by co-investigators under strict supervision of principal investigator. Orientation was given to the study participants on how to fill the questionnaires. The data collectors distributed the self-administered

questionnaires among the study participants. The data collectors cross checked whether or not the respondents filled the questionnaire properly. They assured that the students' participation would have no influence on their confidentiality as the data collected in anonymity. To avoid peer group influence, the students were told to avoid discussion among them.

Methods of Data Analysis and Presentation

In this study, descriptive statistics (i.e. mean, standard deviation and frequency) and inferential were done using Statistics Package for Social Sciences (SPSS) version 20(Armonk, 2011). The normality of the distribution for each continuous variable and other statistical test was done prior to conducting any inferential statistics. T-test and one way ANOVA test was done to compare self-esteem score against gender, parental education, student residence, Parental occupation, and current CGPA. Pearson and spearman's correlation analysis was used to see the relationship between self- esteem and its determinants such as gender, parental education, student residence, Parental occupation, and current CGPA). Finally, multiple linear regression model was conducted to identify the effect of students 'gender, parental education, student residence, Parental occupation, and current CGPA of students 'on self-esteem. The significance level was set at $p<0.05$(two tailed).

Data Quality Assurance

To keep the quality of the data, the data collectors checked whether the eligible participants filled the questionnaires properly or not. The principal investigators used double data entry system during data entry. The data cleaning and processing was done strictly before analysis.

Ethical Considerations

The ethical approval was obtained from Business & economics College of Jimma University. Written informed consent also obtained from the study participants. The data collection did not reveal the eligible participants names. Participants had been given the right to withdraw from the study at any stage of the research.

Results

The purpose of this study was to determine if there are significant correlation between self- esteem and its factor such as students' gender, parents' education, residence, family occupation and students' performance of undergraduate university students of Ethiopia. Out of 410 distributed questionnaires, only 382 sample students were responded to this survey having a response rate of 93.2%.

Table 1 : Demographic characteristics

	Demographic Variables		N (%)
Student characteristics	Gender	Male	207(54.2)
		Female	175(45.8)
	CGPA	<2.5	155(40.6)
		>2.5	227(59.4)
	Residence	Rural	202(52.9)
		Farmer	163(42.7)
	Family Occupation	Merchant	135(35.3)
Family characteristics		Government	84(22)
	Parents' Education	Illiterate	165(43.2)
		Literate	217(56.8)

As indicated on the above Table 1, most of the study participants were male (n= 207; 54.2%), and the remainder were female. Of 382 respondents, 52.9% were from rural areas while 56.8% of the students come from literate family back ground. Most of the students CGPA were above 2.5.

Table 2:   Independent t-test   between self-esteem and independent variables

Variables	Mean	SD	T	P	Df
Gender					
Male	27.47	±2.89	-16.68	0.000	303.89
Female	33.67	±4.14			
Residence of students					
Urban	33.46	±4.36			
Rural	27.51	±2.80	15.66	0.000	298.99
CGPA					
Less Performed	29.49	±3.86	-2.99	0.000	375.96
Good performed	30.87	±5.10			
Family education					
Literate	29.15	±4.80	-4.30	0.138	335.87
Illiterate	31.20	±4.39			
family occupation					
Farmer	30.55	±4.35	1.16	0.648	284.17
Merchant	29.96	±4.42			
Government	29.54	±4.32			

*p<0.05, significant correlation

The above Table 2 shows the result of independent t-tests between self-esteem and its independent variables. The mean score of Male is 27.47±2.89 and of Female is 33.67 ±4.14 at (t = -16.68; p =0.000). This shows as gender difference has significant impact on self- esteem. When we look at student performance, the mean score of less Performed student is 29.49   ±3.86 and of good performed student is 30.87±5.10 at (t = -2.99; p = 0.000).This show that there is significant difference between less Performed student and good performed student on self-esteem.

Table 3 : Correlations coefficient between self-esteem and independent variables

Variables	Self-esteem	
	Correlation coefficient(r)	Significance(2tail)
Gender	0.661**	0.000
Parental Education	0.218**	0.000
Residence	-0.631**	0.000
Family Occupation	-0.015	0.773
CGPA	0.144**	0.005

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

A Pearson correlation analysis was conducted to examine whether there is a relationship between self-esteem and independent variables (Table 3). The results revealed a significant and positive relationship between gender and self-esteem($r = 0.661^{**}$,   p = 0.000) where as weak negative correlation between self-esteem and Residence (r= -0.631**; p = 0.000).This finding revealed as self-esteem has significant correlation with gender, parental education, students residence and CGPA except family occupation.

Table 4: Analysis of ANOVA between the variables, ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4220.480	5	844.096	76.888	.000[b]
Residual	4127.823	376	10.978		
Total	8348.304	381			

a. Dependent Variable: Self esteem

b. Predictors: (Constant), occupation of the family, Gender of students, performance of students, family education, residence of students

Table 4 shows the overall effect of the dependent variables (occupation of the family, Gender of students, performance of students, family education and residence of students) on self-esteem. Finding from this study revealed that the overall model is statistically significant (p =0.000) showing a significant combined effect of independent variables on students` self-esteem.

Table 5 : Multiple Linear regression model analyses , Coefficients[a]

Variables	Unstandardized Coefficients		Standardized Coefficients	t	P	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Constant	21.513	2.402		8.956	0.000	16.790	26.236
Gender of students	4.080	.668	.435	6.113	0.000	2.768	5.393
residence of students	-2.536	.670	-.271	-3.783	.000	-3.854	-1.217
CGPA	2.107	.371	.221	5.682	.000	1.378	2.836
family education	.744	.528	.079	1.410	.159	-.294	1.782
occupation of the family	1.225	.323	.207	3.788	.000	.589	1.861

a. Dependent Variable: Self esteem

Multiple regressions were conducted to examine whether gender, parental education, student residence, Parental occupation and CGPA have effect on self-esteem (Table 5). Finding from this study revealed that Gender of students (p=0.000), residence of students (p=0.000) and CGPA (P=0.000) are significant predictors (or significantly related to) of self-esteem. An inspection of individual predictors revealed that gender of students (Beta = .44; p = 0 .000) and CGPA (Beta = .22; p = 0 .000) are significant predictors of self-esteem. However, family education has insignificant effect on students` self-esteem.

Discussion

Now a day's self-esteem is one of the most researchable areas due to its significant impact in different dimension of human life. That is why this study aimed examines the whether students` academic performance, gender and residence, and family occupation and educational background has significant correlation with self-esteem of selected university students. Finding of this study revealed that gender difference has significant impact on students` self-esteem showing as female has high score or high level of self- esteem than male. This result is supported by the study done by other researchers like Habibollah and Naderi(2009). Our finding is contrary with pervious researches that showed no significant impact of gender difference on self- esteem [S.K.Dixon and S.E.Kurpius(2008), H.J.Teoh and R.Nur Afiqa(2010) and M.Ayrana, 2010)). Insignificant impact of gender difference on self-esteem could be explained because of other factors such as environment, social, cognitive and biological. Again, in contrast to our findings, studies conducted by many researchers reported that those male students scored high level of self-esteem than female students [Andrea and Huan, 2011), K.Aunola, 200), J.AMcMullin and J.Cairney, 2004) and R.W.Robins, 2002). This inconsistency between different studies could be partially due to age differences, cultural difference and religion differences among the samples.

Finding from our study revealed as students' academic performance which is measured by current CGPA of students has significant impact and correlation with their self- esteem. Finding from our study is similar with different previously published studies conducted by different authors [B.-J Debicki, 2016), M.H.Hwang, 2009),M.R.Raeisoon et.al, 2004), A.Meftah, 2018) andV.Sephani et.al, 2015)]. This result could be explained as improved academic performance of students increases their self-esteem. Contrary to our findings, studies conducted by many other researchers reported as students` academic performance has no significant impact and correlation with self-esteem [Z.Salmalian et.al, 2013, M.R.Tamannaifar et.al, 2010), H.Pullman et.al, 2008) and

W.J.Vialle et.al, 2005)]. Inconsistency of the results may arise from background of the respondents, the difference in definition used for academic performance and the criteria considered for academic performance.

Regarding family's` educational background, the result of this study revealed as family educational background has positive correlation with self-esteem. Our results made agreement with different study finding showing that there is a significant positive correlation between parents' education and students' self-esteem [J.Scott, 2004), and Andrea and Huan, 2011)]. But the result of multiple linear regression analysis shows insignificant impact of family educational background on students` self-esteem. This is due to the fact that since literate parents expect more from their Children, students from literate parent do not feel confident on themselves [C.E.Ross and B.A.Broh, 2000)].

Regarding students from urban or rural residences, our study shows as their residences has significant impact and correlation with the level of self-esteem. The reason can be explained as student who came from urban environments were found to be more confident and has better self-worth than students from the rural environments. Lastly, we as parental occupation have no insignificant correlation with students` self-esteem. This could be explained as self-esteem of students is not depending on the occupation of their parents. But family occupation has a significant impact on students` self-esteem. This could be due to the fact that students from high status family occupation may feel good about themselves. Contrary to our finding, different studies [A.Azizollah2013) and C.C.Sang, 2015)], reported that the parent's occupation is not a reliable predictor of the student's self-esteem. If their parents have a high status of occupation, it doesn't mean that self-esteem of students is also high, and vice-versa. The self-esteem of the students is based on their abilities, confidence and respect to themselves.

Conclusion

This study concluded that gender difference, student residence, student CGPA and parental occupation have a significant impact on students' self-esteem. But Parental education has no significant impact on students' self-esteem. Based on this, the researchers recommend further studies by including other several variables and increasing number of participants' universities to boost students' self-esteem level in public higher education institutions.

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Conflict of interest

The Authors declares as there is no conflict of interest.

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