

# The Impact of Low Self-Esteem on Student Academic Learning Performance at University Level

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## Abstract

The current study was presented to assess the effects of low self-esteem on students' academic performance among university students. Low self-esteem deals with relationship between motivation, self-assurance and overall academic achievement. The purpose of this study was to determine whether there may be a connection between low self-esteem and academic learning performance at university level. The research was conducted in University of Turbat, Turbat District Kech. Researchers used methodology regarding descriptive research and research tool was developed in questionnaire form with a five-point Likert scale to find results on the basis of findings and conclusion. A total of 107 students' sample was taken from target population 54 students from B.Ed. 6<sup>th</sup> and 53 from B.Ed. 4<sup>th</sup> among the total population 55 were males and 52 were females. After the analysis of data, it was found that overall academic engagement and low self-esteem had a liner relationship to each other at university level and the low self-esteem is affecting the academic performance of the learners negatively.

**Keywords:** *Low Self-Esteem; Learning; Performance; University;*

## Introduction

Low self-esteem can have a significant impact on a student's academic performance. When students lack confidence in their abilities, they result of struggle with goal setting, time management, and motivation. This can lead to poor academic performance, low grades, and even dropping out at university level. Low self-esteem can also lead to negative self-talk, which can further erode a student's confidence and increase anxiety and stress. This may lead to a decline in attentiveness and focus, creating challenges for students in comprehending and remembering information. Low self-esteem can affect in several ways, from feelings of incompetence and self-doubt to a lack of motivation and engagement in educational activities. Understanding how low self-esteem impacts students' academic performance is crucial, as it can have far-reaching consequences for their future educational and professional activities.

Several studies conducted by Marsh and Craven (2006) found that students with low self-esteem often underperformed academically, primarily due to reduced motivation and self-efficacy beliefs. Similarly, in a longitudinal study by Robins and Trzesniewski (2005), low self-esteem during adolescence was associated with lower educational achievement and decreased engagement in learning activities later in life. Learners with low self-esteem may exhibit a higher propensity for involvement in adverse behaviors, such as substance abuse skipping school, and bullying, which can further impact their academic performance. It's essential to address any issues related to low self-esteem as early as possible to prevent long-term effects on a student. Students' self-esteem can be raised through a variety of techniques, including giving them constructive criticism, helping them create attainable goals, and encouraging them to engage in activities they enjoy. Low self-esteem is related to the one's value in relation to personal adequacy and social connection, everyone values their own self but people with low self-esteem consider them unlovable and not worthy (Katharina A. Rines, Patrick Smith and Livia Bridge 2023).

Low self-esteem is a general disabling and hurtful problem which has been proposed and a cognitive behavioral treatment and it has been associated with many psychiatric conditions. (Freda McManus 2019). The low self-esteem and depression are connected with each other and overall, the available research gives the strong support that the low self-esteem contributes with depression (Richard Robins 2018). The researcher focuses on the impact of low self-esteem on students' academic learning performance at university level in University of Turbat. The researcher has to fill some gaps in this review such as the teacher's contribution, motivation of the students and to build students self-confidence. Low self-esteem has been identified as a meaningful factor influencing student academic learning performance. Students with low self-esteem may face difficulties in managing academic stressors, participating in class discussions and completing academic tasks. (Licensee MDPI 2023).

A weakness to mental illness often arises from low self-esteem, commonly accompanied by heightened anxiety symptoms. Individuals with low self-esteem tend to be excessively self-critical, minimize or overlook their positive attributes, perceive themselves as inferior to others, employ negative language to describe themselves, and grapple with an inferiority complex. Low self-esteem has generated important psychological factors contributing to health and quality of life and it has been considered as many psychological and emotional behavioral problems, and it has been observed that a depth relationship exists between low self-esteem and student learning. However, students who has poor academic and failed exams are more affected by low self-esteem. (Paudel S Adhikure 2020).

### **Problem statement**

The problem which is highlighted is based on the learners who are victim of low self-esteem at the university level, where the low self-esteem is affecting the academic performance of learners and leading them towards the self-distraction. Due to low self-esteem students are not enough interested in reading and facing problems and being weak in academic activities. Low self-esteem has huge impact on students' life in every aspect such as lack of confidence, lack of motivation, no interest in learning activities, lack of social interaction and many more. The determination of this study is to examine the intricate connection among students' academic learning performance and low self-esteem.

### **Literature review**

Children with learning impairments are more likely to have poor self-esteem because they have educational difficulties, are perceived as slow learners, and are rejected by their classmates. This study looked at the growth and validation of self-esteem in kids with learning problems. The purpose of this study was to evaluate the perception of students with learning disabilities regarding their self-esteem, the influence of nature and nurture in children with learning disabilities, which factors have a greater impact on children's self-esteem, and the convergence validity of the variables gathered on the self-esteem of students with learning disabilities. According to the study, treating kids with learning difficulties differently will make them feel more unique by emphasizing the importance of understanding and addressing the factors that contribute to their self-esteem. Adeubukola Kabir Taiwo, Victoria Ivuongbe (2023).

A student's chances of success or failure are influenced by number of variables including motivation, academic engagement and self-esteem. It has been discovered that motivation and self-esteem have a huge impact on students' academic performance which in turn affects academic achievement motivation and future success. The findings suggest that self-esteem can lead to behavioral and emotional disengagement. Academic engagement is more influenced by motivation than by metacognitive engagement which also predicate students' academic success. Elizabeth Acosta Gonzaga (2023). The influence of one's self-perception on academic performance is referred to as self-esteem. It deals with the relationship between motivation, self-assurance, and overall academic achievement. The primary objective of this research is to investigate potential correlations between academic performance and certain variables success and self-esteem among universities students enrolled in a Purposeful Communication course. The results show that while the students' academic performance has slight connection between self-esteem and academic achievement. These findings underscore the importance of taking self-esteem into account as a factor that might affect students' academic progress, emphasizing the

need for interventions to build good self-esteem and motivate and engage students in their learning. Jamaica Ocliaman, Jessa Mea Maglangit, Sophomore Vacalares (2023).

The study was carried out in Multan District. (Munwar Bagum et al) The purpose of the study was to find out the association between academic engagement and self-esteem in teenagers enrolled in university level. In order to obtain outcomes based on findings and conclusions, the results showed a liner relationship between academic engagement among adolescents and overall academic engagement and self-esteem feelings. Additionally, it was discovered that both the element of teenage academic engagement and self-esteem had a p-value less than 0.05, indicating that it was significant. Institutions are advised to focus on integrating enjoyable activities, emphasizing promotion not only as a means of communication and entertainment but also as a powerful tool for facilitating learning. Munwar Bagum et al (2023). This research explores the connections and fundamental mechanisms associated with learning burnout, academic adaptability, self-efficacy, and self-esteem among university students. The findings indicate that self-esteem is a significant predictor of learning burnout, with academic adaptability exhibiting a positive predictive relationship. Moreover, self-esteem plays a crucial mediating role in the correlation between academic flexibility and learning stress. The results provide valuable insights and practical recommendations for preventing and addressing learning burnout in university students. Chumei Chen, Yuanyi Shen, and Yujie Zhu (2023).

The goal of the current study was to evaluate the connection between university students' academic performance and self-esteem. The findings showed that among university students, self-esteem and success anxiety had no statistically significant association. Self-esteem has no visible effect on university students' academic performance Null Hypothesis is accepted. Harsha Ch (2023). The purpose of this study is to look into how characteristics of self-esteem and anxiety are related to motivation for academic accomplishment. Student anxiety and self-esteem are linked to motivation for academic accomplishment. The results showed that Global, state, performance, social, and appearance were related to motivation for academic achievement. Motivation for academic accomplishment was also linked to general, trait, and state anxiety. Self-esteem and anxiety are important factors in the development of motivation for academic accomplishment. Jevgeni Nietosnitty (2023). To assess the prevalence of low self-esteem and examine the impact it has on students' behavior and academic achievement. The study investigated the relationship between a student's level of self-esteem and certain of their behaviors as well as their academic success. The findings demonstrated a relationship between higher GPAs and both high and low levels of self-esteem in men and women.

To calculate the prevalence of low self-esteem among kids and examine the impact on their behavior and academic achievement. It demonstrates the relationship between a student's

level of self-esteem and certain of their actions as well as their academic success. Having a mental health diagnosis was an independently significant predictor of low self-esteem. Higher self-esteem was associated with higher GPA. Self-development programs and participation in student group circles were found to be protective factors against low self-esteem (Mohammed et al, 2023). The study concluded that students lacking self-esteem and locus of control may experience early discouragement, leading to poor academic achievement in core subjects.

## **Theoretical framework**

### **Social Cognitive Theory**

Social cognitive theory was represented by Albert Bandura is related to the student's low self-esteem. According to this theory self-esteem is influenced by a person's beliefs about their abilities and self-efficacy. Students with low self-esteem may have a negative self-perception and doubts about their competences which can lead to a lack of confidence and motivation. Bandura's theory emphasizes the importance of self-perception and how one's self-esteem can be improved through mastery experiences, social modeling and social persuasion to boost self-efficacy and subsequently self-esteem.

## **Methodology**

### **Research Design**

Quantitative method and design of the study is hired as descriptive survey for exploring the impact of low self-esteem on students' academic performance at university level among students of education department at University of Turbat through gathering information.

### **Population**

The population of this research is conducted on department of Education University of Turbat, in which highly well-skilled and weak students are preferred to attempt the researcher responses correctly. The total population of this research is based on two semesters, 4th and 6th of education department where 107 students were selected.

### **Sample design**

The research sample contained the department of education at University of Turbat including B.Ed. session 4th and 6th semesters students were selected; the total population of respondents were 107.

Table 1: Distribution of Sample

Program	Semester	Number of students	Percentage of student (%)	Simple size
B.Ed.	6 <sup>th</sup>	115	46%	53

B.Ed.	4 <sup>th</sup>	160	33%	54
Total simple size				107

This table shows the total population, sample size and sampling.

### **Research Instrument**

Questionnaires have been used to collect quantitative data and information from students. 107 questionnaires were distributed to respondents; the questionnaire contained 15 questions. Questionnaire was suitable to conduct survey in order to gain information from large number of populations. The questionnaire was adapted, and the statements were developed by pointing on (Likert) scale. A questionnaire is a type of research tool that examines a chain of questions to contributors in order to gather data (Saul McLeod, 2018).

### **Data Collection**

Data collection includes Questionnaires that were conducted on students of department of Education at University of Turbat. Creswell (2014) states that establishing the parameters for the research and gathering data via semi-structured and unstructured interviews, documentation, and visual materials are all part of the data collection process.

### **Procedure of Data Analysis**

The collected data and information are analyzed by using SPSS in the study.

**Table 2: Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	55	51.4	51.4	51.4
Female	52	48.6	48.6	100
Total	107	100	100	

The table no 2 shows the percentage of gender where both male and female, 51.4% male and 48.6% female answered the questions.

**Table 3: Semester**

	Frequency	Percent	Valid Percent	Cumulative Percent
6th semester	54	50.5	50.5	50.5
4th semester	53	49.5	49.5	100
Total	107	100	100	

The above table shows the semester of respondent where 6th and 4th semester students participated in this study 50.5% students from B. Ed 6th semester and 49.5% from 4th semester of education department.

**Table 4: Questionnaire**

Question 1	I believe that low self-esteem can affect a student's motivation to learn
Question 2	Students with low self-esteem tend to participate less in class
Question 3	Students with low self-esteem hesitate to ask questions or seek help
Question 4	Students with low self-esteem often struggle with time management and organization I think students with low self-esteem often avoid extracurricular activities and leadership
Question 5	roles
Question 6	Students with low self-esteem avoid participating in class discussions and activities
Question 7	Low self-esteem affect a student's motivation to learn
Question 8	I think students with low self-esteem compare them negatively to their peers
Question 9	I am satisfied with my academic learning performance
Question 10	The academic performance can be improved by class teacher motivation
Question 11	I feel motivated to learn and perform well academically
Question 12	Reading different subjects make better my academic performance
Question 13	My learning environment supports my academic growth
Question 14	I am actively engaged in my academic activities
Question 15	My course outlines are the main sources to improve my academic learning performance

The above table number 4 shows the questionnaire of the research data collected from the respondents.

**Table 5: Respondent Percentage of rating for each Question**

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Strongly disagree	6.5	0.9	1.9	2.8	4.7	1.9	5.6	2.8	5.6	3.7	0.9	0.9	4.7	4.7	7.5
Disagree	6.5	8.4	9.3	3.7	9.3	7.5	5.6	4.7	11	1.9	6.5	7.5	5.6	14	8.4
Neutral	9.3	9.3	9.3	29	14	16	7.5	20	17	17	22	10	20	13	23

Strongly agree	33	38	38	22	37	33	31	37	25	42	21	40	33	27	22
Agree	45	43	41	42	35	42	51	36	41	36	50	41	37	41	38
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

According to question number one statement the total percentage of respondents 6.5% strongly disagreed 6.5% disagreed, 9.3% neutral, 32.7% strongly disagreed and 44.9% agreed. The question number two shows the percentage of respondents who have participated in this study from this .9% strongly disagreed 8.4% disagreed, 9.3 neutral, 38.3 % strongly agreed and 43.0% agreed. Question number three shows the total percentage of respondents who have participated in this study from them 1.9% strongly disagreed, 9.3% disagreed, 9.3% neutral, 38.3% strongly agreed and 41.1% agreed. Question number four shows the total percentage of participated respondents from them 2.8% strongly disagreed, 3.7% disagreed, 29.0% neutral, 22.4% strongly agreed and 42.1% agreed. Question number five shows the total percentage of participated respondents from them 4.7% strongly disagreed, 37.4% disagreed, 14.0% neutral, 37.7% strongly agreed and 34.6% agreed. According to question number six 1.9% strongly disagreed, 7.5% disagreed, 15.9% respondents were neutral, 32.7%strongly agreed and 42.1% agreed. Question number seven shows the total percentage of participated respondents from them 5.6% strongly disagreed, 5.6% disagreed,7.5% neutral, 30.8% strongly agreed and 50.5% agreed. Question number eight shows the total percentage of respondents who have participated in this study from them 2.8% strongly disagreed, 4.7% disagreed, 19.6% neutral, 37.4% strongly agreed and 35.5%agreed. According to question number nine 5.6% strongly disagreed, 11.2% disagreed, 16.8% respondents were neutral 25.2% strongly agreed and 41.2% agreed. The question number ten shows the total percentage of respondents who participated in this study from them 3.7% strongly disagreed, 1.9% disagreed, 16.8% neutral, 42.1% s strongly agreed and 35.5% agreed. According to question number eleven, 9% strongly disagreed, 6.5% disagreed, 22.4% respondents were neutral 20.6% strongly agreed and 49.5% agreed. The question number twelve shows the total percentage of respondents who participated in this study from them .9% strongly disagreed, 7.5% disagreed, 10.3% neutral, 40.2% strongly agreed and 42.1% agreed. The question number thirteen shows the total percentage of respondents who have participated in this study from them 4.7% strongly disagreed, 5.6% disagreed, 19.6% neutral, 32.7% strongly agreed and 37.4% agreed. Question number fourteen shows the total percentage of respondents who participated in this study, from them 4.7% strongly disagreed, 14.0% disagreed, 13.1% neutral, 27.1% strongly agreed and 41.1% agreed. The question number fifteen shows the total



percentage of respondents who have participated in this study from them 7.5% strongly disagreed, 8.4% disagreed, 23.4% neutral, 22.4% strongly agreed and 38.3% agreed.

### **Findings**

The overall study was based to identify the reason at university level how the learners are victim of low self-esteem while they are studying and examining the factors effecting students' self-esteem. The research theses were also conducted to examine the factors which can contribute to improving the students' self-esteem. The proper study was based to take out the students from low self-esteem and to find out what the main sources which helps students to improve their self-esteem. The researcher systematically analyzed the data through SPSS to discuss them in a proper way. The researcher selects the respondents for who are from different gender male and female both. The overall study was systematically limited in the department of education in University of Turbat. For data collection the researcher provided 107 questionnaires that follows the quantitative method. The researcher randomly selects students to provide data for all study, and they were given equal chance to give valid information. In this systematic study the responders said the low self-esteem is negatively affecting the students' academic and self-growth and it is very important for learners to take them out from low self-esteem to bring changes in their academic performance and enhance their learning to be productive. In overall study the students were selected from two classes as well for data collection students from BS 4th and BS 6th semester they have respondents differently, but majority of respondents were agreed with researcher questions. The respondents were from different ages they belonged to 18 to 30 years old for data collection.

After analysis of several variables, the research finds a strong association that shows how low self-esteem negatively impacts students' capacity to participate in academic activities. The results shed light on the many ways that poor self-esteem can appear and affect study habits, motivation, and overall academic flexibility. The study clarifies potential justifying variables and suggests tactics and interventions that educational establishments might use to address and lessen the detrimental effects of low self-esteem. The study also addresses the implications for educational policies and practices, highlighting the necessity of a comprehensive strategy for promoting students' well-being in academic environments. To sum up, this study offers insightful information on the complex relationships between academic achievement and self-esteem, laying the groundwork for future research and deepening our understanding of the ways in which Universities can help students reach their full academic potential.

### **Conclusion**

In conclusion, the research emphasis the substantial and harmful impact of low self-esteem on academic learning performance among university students. The findings cover a strong relationship between diminished self-worth and reduced academic achievement. Low self-esteem

not only barriers cognitive abilities but also contributes to loftless stress and anxiety, further obstacles to students' overall academic success. Fostering a positive learning environment that promotes self-confidence, and resilience is crucial in mitigating the negative consequences highlighted in the research. As universities strive to enhance student success, acknowledging and addressing the psychological well-being of students becomes imperative. This research implement strategies that empower students to overcome challenges related to self-esteem, ultimately fostering a conducive atmosphere for academic growth and achievement.

### **Recommendations**

- Students with low self-esteem must be encouraged to participate more in academic activities.
- Find out the students who are victim of low self-esteem and specially care and facilitate them
- There must be sessions conducted from time to time to bring awareness to students to aware them about the effects of low self-esteem.
- Similar research must be conducted for more information
- Develop and implement programs that focus on enhancing self-esteem among students, such as workshop counselling sessions or mentorship programs.
- Develop and implement programs that focus on enhancing self-esteem among students, such as workshop counselling sessions or mentorship programs.
- Incorporate self-esteem education into the curriculum to raise awareness and provide students with tools to improve their self-perceptions and confidence

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