

ICMC 2023**The 3rd International Conference on Management and Communication****THE IMPORTANCE OF SELF-ESTEEM AMONG STUDENTS**

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Abstract

The aim of this study is to investigate the correlation of four variables, namely self-confidence, gender, age, and physical appearance, with self-esteem. In order to establish a correlation between each variable, Maslow's Hierarchy of Needs theory was used in this study. Quantitative methods were used in this study and data was collected by administering questionnaires to 400 students from Kolej Universiti Poly Tech Mara Kuala Lumpur. The results showed a significant relationship between self-confidence and self-esteem. Consequently, the study also found a significant relationship between physical appearance, age, and gender in relation to self-esteem. Consequently, this study contributes to the development of Maslow's hierarchy of needs by highlighting the importance of self-esteem and variables associated with students at Kolej Universiti Poly-Tech Mara. Despite a considerable amount of existing literature on the relationship between self-esteem and various variables, the empirical base on tertiary-level students is still insufficient and limited in that it has been dominated by the context of secondary-level students. Therefore, further research is needed to fill this gap and gain a better understanding of the needs and experiences of these students in tertiary education, especially in the Asian region. Secondly, this research has uncovered another gap as most of the research is in the context of developed countries. It is still not clear how students in developing countries enhance their self-esteem. Therefore, the study of the factors that contribute to the self-esteem of tertiary students in the context of Malaysia will present the findings for the developing country.

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1. Introduction

Self-esteem is a widely studied concept in the social sciences, particularly in relation to academic engagement and performance among students (Acosta-Gonzaga, 2023; Booth & Gerard, 2011; Nguyen et al., 2019). Studies have shown that self-esteem is the subjective evaluation of one's worth or the positive or negative attitude one has toward oneself (Ryszewska-Łabędzka et al., 2022). Conversely, low self-esteem can be associated with negative outcomes such as anxiety, depression, and poor academic performance (Moloud et al., 2022). Self-esteem can also be a causal factor in depression, anxiety, eating disorders, delinquency, and school problems (Hagen et al., 2020). However, self-esteem is not solely based on academic achievement, and students can build their self-esteem through estimable acts and achievements, even small ones (Unamba et al., 2020). Therefore, educators need to help students build their self-esteem and refer them to professionals if needed (Roomi et al., 2022).

High levels of self-esteem can lead to positive self-evaluation, academic engagement, and better academic performance (Unguren, 2020). Studies have shown that students' self-esteem is an important factor in their academic engagement and success (Acosta-Gonzaga, 2023; Zhao et al., 2021). Students with high self-esteem tend to have higher academic engagement and self-efficacy, which can lead to better academic performance (Roomi et al., 2022). On the other hand, low self-esteem can lead to a decrease in the desire to learn, the ability to focus, and the willingness to take risks (Chen, 2022). Teachers can play an important role in helping students build their feelings of confidence and referring students experiencing low self-esteem to professionals who can be of assistance (Aktar, 2020). Additionally, low self-esteem not only affects academic and career success but also personal relationships. It is important for educators to understand the importance of self-esteem in students and to nurture their self-esteem through a continual process of encouragement and support (Rachmawati, 2020).

In producing well-rounded graduates, universities need to equip them with not only academic prowess but also soft skills or communication skills that are highly valued in today's global job market. The importance of these skills has been underscored by the fact that employers prioritize candidates' personalities and ability to communicate effectively over their grades when hiring employees (Lee, 2020). As a result, Malaysian institutions have explicitly included generic skills such as communication abilities in their program outcomes since 2008 as part of the "performance-based curriculum" (De Prada et al., 2022). The general skills that have been designated as a focus at the universities are communication skills (Ministry of Education, 2012; Nghi & Khuong, 2021). In addition, it is essential for students to develop strong communication skills as this not only improves their academic performance but also enhances their employability.

Research hypothesis:

H1: There is a positive relationship between self-belief and self-esteem

H2: There are significant differences in multilingual skills toward self-esteem between genders

H3: There is a positive relationship between age and self-esteem

H4: There is a positive relationship between the level of attractiveness and self-esteem

2. Problem Statement

Self-esteem is deemed to mirror one's impact on their life journey. According to academic sources (Zhang et al., 2022) the concept of self-esteem refers to an individual's evaluation of their skills and qualities as either positive or negative. This evaluative aspect affects how one perceives challenges in their environment and responds to them. Self-esteem has been identified as a crucial psychological phenomenon that significantly impacts various emotional and cognitive dimensions of human beings, ultimately affecting life satisfaction and happiness (Funk et al., 2022). Low self-esteem is associated with numerous mental health problems experienced by many individuals who struggle with it. On the other hand, High levels of self-esteem can lead to positive self-evaluation, academic engagement, and better academic performance (Unguren, 2020).

The literature suggests two levels at which this subject is discussed: general self-esteem and professional self-esteem concerning specific professions where individuals believe they can organize themselves efficiently when faced with prospective situations. (Shamel & Nayeri, 2021). Many scholars have offered definitions for what constitutes healthy levels of self-esteem such as feeling competent enough to cope with life's challenges while also deserving happiness (Molero Jurado et al., 2022), while Shamel and Nayeri (2021) claimed that people must feel respectable before being happy. Some researchers argue that humans' evolutionary need for stress-buffering mechanisms has led us towards developing universal standards rooted in our experiences interacting within relationships like attachments, resulting from terror management theory or TMT model proposed by Greenberg et al. (2014).

There is a research gap on the relationship between self-belief and self-esteem in Asian countries and at the tertiary education level. While research has shown that self-esteem varies across cultures, such that individuals in Asian countries tend to report lower levels of self-esteem compared to individuals in North America and Western Europe (Jhangiani, 2022; Lyu et al., 2019), there is limited research on the relationship between self-belief and self-esteem in Asian countries. Additionally, there is a lack of research on the impact of self-belief on self-esteem at the tertiary education level in Asian countries. Most of the existing research on the topic has been conducted on adolescents and young adults (Aryana, 2010; Nguyen et al., 2019), and there is a need for more research on the impact of self-belief on self-esteem in older adults and at the tertiary education level. Therefore, more research is needed to determine the specific factors that contribute to positive or negative self-esteem in these contexts.

The existing research primarily focuses on the relationship between physical appearance and self-esteem in Western cultures among undergraduate students. However, there is a shortage of studies investigating Asian cultures or post-secondary education settings which calls for more cross-cultural investigation to examine if this relationship holds across diverse ethnic groups and contexts. Likewise, little attention has been paid to exploring how individuals with disabilities or visible differences are affected by their body image struggles within sociocultural setups in Asian countries. Furthermore, limited studies have looked into the link between physical appearance and self-esteem at workplaces operating in tertiary education institutions. Therefore, it is imperative to conduct further studies that would identify specific factors contributing either positively or negatively towards building healthy levels of self-esteem under these circumstances.

A recent study (Luo et al., 2022) has highlighted the importance of understanding the factors that influence academic achievement among tertiary-level students in Asian countries. The study emphasizes the need to consider factors such as age, gender, physical attributes, and personal perceptions towards self-esteem in order to understand the relationship between self-esteem and academic achievement. The study aims to address an existing research gap by introducing fresh insights into the understanding of self-esteem within a broader Asian context and at a tertiary education level. The research aims to make a unique contribution by examining the cognitive social psychological aspects pertinent to emotions affecting student progress. The study is particularly relevant given that research on the relationship between self-esteem and academic achievement has been limited to Western cultures, and there is a need for more research in other cultures to determine if the relationship between self-esteem and academic achievement is consistent across different cultures and ethnic groups.

3. Research Questions

- i. What is the relationship between genders with self-esteem among students?
- ii. What is the relationship between ages with self-esteem among students?
- iii. What is the relationship between self-belief with self-esteem among students?
- iv. What is the relationship between physical appearances with self-esteem among students?

4. Research Objectives

- i. To identify the relationships between gender with self-esteem among students.
- ii. To describe the relationships between age with self-esteem among students.
- iii. To identify the relationships between self-belief with self-esteem among students.
- iv. To describe the relationships between physical appearances with self-belief among students.

5. Literature Review

5.1. Self-esteem

There are numerous papers that show how self-esteem among students is influenced and socially shaped by the interaction with others and their surroundings. According to Colizzi et al. (2020), the most encouraging is the potential for early involvement with behaviorally disturbing youth, a low-cost route because teenage and low cost are the ones that are most needy and need encouragement. In addition, the study by Isik et al. (2018), indicated that educational surroundings influence the success of ethnic minority students because living surroundings are practiced by members majority or minority. According to Aronson et al. (2002), beliefs that students grow about themselves and about their capability to work out a ration of control over their surroundings because the experience that they face day by day that build their self-esteem. According to King et al. (2002), school-based involvement indicates programs offering safe environments, encouragement, and support, authorizing activities, and specific procedures for proper

behavior contribute to amplified self-esteem. This is because school-based agendas can improve student self-esteem by aiming for educational success.

According to (Yusop et al., 2018), self-esteem signifies the domains in which achievement could verify our worth and value, they also construct stress because disappointment in these domains could prove our worthlessness because the hope of succeeding self-esteem by sustaining possibilities may come at a high value. According to Kayani et al. (2018), self-esteem looked likely to improve academic strivings and determination. This is because self-esteem is the content of trust and confidence that it encourages in academic or life routines. According to Thompson et al. (2004), ability and self-esteem cooperate in direct and indirect ways to effect long-term accomplishment, adventuresome, and, ultimately, life successes because with self-esteem we build confidence and by that, we determine our goal.

According to Neighbors et al. (2004), highly support motivational methods to thoughtful problem drinking among college students and are regular with previous research in showing drinking motives to be a crucial determinant of college student drinking. This is because every student would find their breaking point by then they cannot control and did not go to any psychologist to cure from that they would start to consume alcohol as temporary medicine for them. According to Ekanayake et al. (2012), being able to leave what is familiar, and move to a country where one may not speak the language and may be viewed as a minority, requires a high level of self-esteem because by this we can get out from our comfort zone and build our power self-esteem.

As indicated in the study of Zhang (2022), self-esteem growth lacks a primary theoretical framework because no integrative model of how the various planned processes work together to form self-esteem growth. According to Jørgensen (2019), the idea behind self-esteem building was that improving children's self-esteem would keep them from being involved in sex, drugs, and alcohol because self-esteem helps to create confidence and always consider the repercussions. Being attentive and deserving of praise is not the same as having a strong sense of self-worth. One may be good at certain things in our group, but it is not referred to as self-esteem since they are not putting their self-esteem in danger (Oh, 2021), students with low marks on the first examination who then received messages targeted at boosting their self-esteem performed worse because self-esteem can help you build yourself to be more determined.

Negative judgments of obesity occur among adolescent boys as well, thus it is not surprising that obese teenage boys have modestly lower levels of self-esteem (Hansson et al., 2016). This is because obesity brings bad perceptions about themselves and leads to a lack of confidence. According to Alsheikh et al. (2010), mothers' relations with children were dependent on both the gender of the child and the age of the child. This is because a female or male is different in terms of thought and changes according to the ages and experiences that they faced. The resemblance of self-esteem among couples does not affect the growth of their relationship satisfaction since self-esteem is internal while the connection is external (Anyamene et al., 2021).

According to Orth and Robins (2014), covariates organized might be refereeing mechanisms rather than misperceives because depression referees the contributing effect of low self-esteem on drug necessity. According to Arshad et al. (2015), students lead to quit their studies because of a lack of self-

esteem and that concerns their academic performance. According to Bleidorn et al. (2016), the significant level of cross-cultural likeness suggests that normative gender and age differences in self-esteem are partly determined by universal mechanisms. This is because of both universal biological procedures and universal socio-cultural effects.

The significance of two different types of self-esteem can vary greatly, with global self-esteem being more significant to psychological desires and particular self-esteem being more relevant to behaviors (Zervoulis et al., 2015). This happened because both are different in many aspects in terms of perception and acceptance. According to Yurtoğlu (2018), a major problematic characteristic in the measure of self-esteem is the level to which self-reports are influenced by self-presentation because self-esteem is based on self-presentation, and from that it will gain others' perception.

5.2. Self-belief

Pajares and Miller (1994), discover whether self-belief plays a mediational role because acknowledging the experience can affect the performance or not. According to Pajares and Miller (1994), a better thoughtful of the growth of academic self-efficacy beliefs, family and schooling influences, and growing aspects that contribute to changes in self-efficacy will require cross-sectional and longitudinal research that assess self-efficacy with a commitment to the theoretic guidelines earlier discussed because future educations must discover the impact of peers on the growth of self-efficacy beliefs. According to Albion (1999), self-efficacy by suitable instruments may provide a useful needle of the effects of teacher education initiatives planned to well get graduates ready for technology use because with the right instruments fresh graduates would be more valuable.

According to Shapiro and Solomon (2010), a significant clinical duty is to apply the use of ego-enhancement methods and involvements beginning in the initial phase of treatment because ego is the key to turning down someone or a situation. According to Benabou and Tirole (2002), handicapping performance involves self-dishonesty through selective memory or awareness direction because it can improve the variation of seemingly unreasonable actions. According to Usher and Pajares (2006), students who take their school work as a positive approach succeeding academic tasks with a greater sense of confidence, whereas those who report fewer mastery experiences have lower self-beliefs because once we trust our own capability automatically, we are going to achieve.

5.3. Physical appearance

According to Stamarski and Son Hing (2015), in defense of individuals discriminated against their appearance, because persons could show that companies have prejudicial judged them based on their appearance, they would have a chance to pursue a right of discrimination. Healthy people who use a stimulation unit fail to see noticeable improvements in muscle tone, muscle stiffness, or physical appearance since over-the-counter stimulants are not presented for medical purposes and may not fulfil these exacting requirements (Yin et al., 2022). According to Naumann et al. (2009), physical appearance attends as a network through which personality is revealed and viewers discover many characteristics of personality because by appearance it attracts people to judge.

Being rejected based on appearance because people might expect more from first impressions toward appearance (Fang et al., 2011). According to DeCastro-Ambrosetti and Cho (2011), responses to the photos mirrored perceptions of teenagers that were obviously related to race and gender and, as such, discovered their own personal stereotypes and prejudice. This is because every person's mindset has their own level of perception on others including race, gender, and personal thought. According to Yang and Stoeber (2012), female apprentices high in perfectionistic concerns about their appearance use these impressive super vision actions less than female apprentices low in perfectionistic concerns because females are always concerned about what others think and believe. According to Stoeber and Yang (2015), physical appearance perfectionism can be clarified in alteration in eating disorder symptoms because of the growing body of signs that domain-specific systems.

6. Theory

6.1. Affordance theory

Every person has the same aspect of life and because of that, they have different type of needs that are emotional, physical, and social at a higher level. Maslow's Hierarchy of Needs theory, which is at the forefront of the most important studies about motivation, has also created the "Hierarchy of Needs Pyramid" by putting the needs in a certain order. Psychological Needs are the needs that every person must have in order to live in their daily life for example oxygen, eating, drinking, sleep, rest, and shelter. Maslow described these needs as physiological drives which motivate and should be emphasized in every person in the world and they need to pay attention to two basic things.

People first require water, salt, sugar, protein, fat, minerals, vitamins, and other substances to maintain "homeostasis" (preservation of the body's internal balance). Homeostasis, on the other hand, cannot define all physiological demands. Sexual desire, sleep, cares, smell, and taste are physiological rather than homeostatic demands. The second consideration is if the desire for food is an indication of a genuine need or a result of a physical deficiency. For humans, meeting their physiological demands is crucial. If these requirements are not satisfied, it will be difficult for them to make progress in their daily lives. It is difficult to contend that freedom and democracy, art, quality music and sports are in the way they should be in people and societies that have not fulfilled their compulsory needs (Maslow, 1954).

Next is safety needs. Although psychological is already the need that you need to pay attention to, others need you to pay attention as well such as safety needs (Maslow, 1943). This need is always being used by policemen or the military due to safety reasons. These needs are commonly related to protection from harm, confidence and do not be afraid. Being monetarily secure is one aspect of the safety requirements. Flood, fire, and theft are the main factors that contribute to this need, thus being vigilant is very important. In addition, safety can occur based on the surroundings or environment not just around you but also around the country that they live in nowadays.

The next need category is love and belongingness, which includes the need to be loved or accepted by those who are close to you, such as family, friends, and relatives, as well as the need to spread love to others and the expectation that those who are close to you would reciprocate in order to foster better relationships (Roger, 1982). For everyone, the need for love and a sense of belonging to a group such as

children, teachers, friends, and many others represents a wide variety of requirements (Adair et al., 2013). People desire the presence of love in their interpersonal relationships, as well as the presence of love in both the hearts of individuals and of organizations. It will arouse the need for love, commitment, and belongingness when the need for safety and physiological demands have been adequately satisfied. Maslow emphasizes the social nature of humans at this stage of the theory (Adair et al., 2013).

Next, is esteem needs. According to Maslow (1943), all humans, with a few pathological exceptions, require a healthy sense of self-worth, a steady and accurate self-evaluation, and the respect of others. A healthy sense of self-worth entails having regard for oneself considering one's accomplishments, skills, and the respect of others. There are two different types of esteem requirements. The first is having others treat you with respect and gratitude because of your reputation, which includes your standing, acknowledgment, and admiration. The other is a person themselves or their own praise and self-esteem, such as their self-assurance, independence, achievement, and talent (Maslow, 1954).

Lastly, it is self-actualization needs. Although people are already satisfied with the needs in this hierarchy of needs, that person will still have something is missing or something not right. People should conduct in accordance with their individual capabilities for this reason. A musician should play music, an artist should create art, and a writer must create to feel joyful, for starters. An individual must and must not do everything they desire Maslow (1943). Maslow (1943) describes People who understand they can live the life they desire, are free to be who they are, enjoy being by themselves or being independent if they choose, and are able to appreciate the beauty of life, such as doing good deeds or appreciating small things that happen in life.

Maslow (1954) stated that When needs are met, they become less important as motivational factors. However, it is impossible to clearly divide the needs into several categories. Self-realization refers to an individual's efforts to realize their entire potential, develop all their skills, and become the person they desire. There is no saturation point because this is a desire for improvement, and the needs grow in line with the rates of satisfaction.

Based on the theory given, it is very significant that Maslow's Hierarchy of needs is related to the dependent variable and independent variable and that was the importance that contributes to self-esteem among students. It shows that every independent variable such as self-belief and physical appearance is related to the theory. It is because in each importance of self-esteem, lies the need that is presented in Maslow theory. Because of this, it's crucial to fulfil all the needs mentioned in the preceding sentence so that people can utilize self-esteem in their daily lives without difficulty.

7. Methodology

The researcher is using the survey as the research design. To have the exact result, the quantitative method is one of the best methods to have an exact result without lying, quantitative research collects numerical data and analyses it with mathematically based approaches to understanding events. This research design expresses what data is required, the method that is going to be used is to collect and analyse the data and the process of answering the research question. Both data and methods will be configured in the research project and need to be effective in producing the answer to the research

question. By concentrating on the correlation between the independent and dependent variables, the outcome can be studied.

For this study paper's questionnaire, which has been separated into four sections, there are two basic questions for section A and 31 more questions for sections B, C, and D. The demographic data for Part A is used to determine the respondent's gender and age from the Kolej Universiti Poly-Tech MARA Kuala Lumpur survey. The connection between students' self-esteem and self-belief is the next topic for section B. The students' level of self-belief is covered in component C. Determining the level of physical appearance among pupils is the final task for section D.

The questionnaire needs to be filled up in the form by the chosen respondent that is related to the research. KUPTM student from BK201 and AB201 is the related respondent to the research. The type of question is a closed-ended question to avoid from lack of depth and variety and researcher bias. Besides, this does not truly reflect the respondent's opinion. So, these types of questions can fulfil the researcher's needs and are easy to analyze. The type of scale that has been chosen by the researcher is four-point scales.

Table 1. Likert scale for questionnaire

SD	D	N	A	SA
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Table 1 explains The Likert scale (typically) method which provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement.

7.1. Unit of analysis

The respondents for this research paper are male and female students from the Bachelor of Business Administration (Hons) Human Resource Management (AB201) and the Bachelor of Communication (Hons) in Corporate Communication (BK201) programmes at Kolej University Poly-Tech MARA Kuala Lumpur. Their ages range from 20 to 27. The analysis was carried out by the researcher using the SPSS version to count the data.

7.2. Sampling

According to Krejcie and Morgan (1970), there is a growing need for an effective way of figuring out the sample sizes required to be representative of a particular population. In statistical analysis, sampling is a procedure in which a predetermined number of observations are drawn from a larger population. Every member of the population has a chance of being randomly selected in the simple random sample method that the researcher utilized.

Student samples for this study were from the Human Resource Management (AB201) course in the Bachelor of Business Administration (Hons) program. 737 students are enrolled in AB201. See Krejcie and Morgan's (1970) table for the precise number of students required for the researcher to receive at least 248 responses.

7.3. Data collection process

For the research to collect the data, the researcher decides who will be the population and identifies the types of samples used for the research paper. The researcher then receives a letter from the instructor instructing her to provide the questionnaire to the chosen respondent. The researcher then starts to disseminate the questionnaire online after retrieving the mail. The information will be gathered through a Google Form distributed through a WhatsApp group for the Bachelor of Business Administration (Hons) Human Resource Management (AB201) degree at Kolej Universiti Poly-Tech Mara in Kuala Lumpur.

After getting the population, the focus will be on sampling to distribute research questions. The sampling that will be used is simple random sampling regarding the number of students in a larger population. The sampling also makes sure that it is suitable to be used. Next, the researcher needs a letter of authorization from the advisor to collect all the data. When requesting authorization for an event at a certain location, a letter of permission is crucial. This letter is short and to the point, outlining the specifics of the upcoming event. It doesn't contain many details.

7.4. Instrument development

Developing a research instrument is a crucial process in any survey or study. Therefore, researchers must extend an accurate instrument to avoid inconsistency between the concept of interest and the right measurement. The survey tool is being used by the current study to collect data. The questionnaire was created using research from earlier studies and is pertinent to the study's subject. There are 33 questions in all the questionnaires, each with their own section.

As mentioned before, a set of questionnaires was used in this study. Part A of the questionnaire is a process of gathering information regarding the demographic profile from the respondent. Part B, the questionnaire consists of 12 questions related to the dependent variable of the study; the questions were adapted from 'Learner Self-Esteem-Assessment and Action'. 'Self-esteem and Individual Wealth'. Part C; consist of 10 questions related to the independent variable adapted from the journal. Part D, consist of 9 questions related to the independent variable adapted from journal 'Decreased Quality of Life in Adult Patients with Growth Hormone Deficiency Compared with General Populations Using the New, Validated, Self-Weighted Questionnaire, Questions on Life Satisfaction Hypopituitarism Module'.

Table 2. The content of the questionnaires

Bil	Section	Question
1	A = Respondent's Demographic	2
2	B = Self Esteem	12
3	C = Self Belief	10
4	D = Physical Appearance	9
Total		33

Table 2 shows the content of the questionnaire is a list of questions or items used to gather data from respondents.

7.5. Data analysis

In order to gather information from each respondent, a student majoring in Bachelor of Business Administration (Hons) Human Resource Management (AB201), the researcher employed a series of questionnaires. Then the researcher performs the analysis by using SPSS. By doing this we can gather the information needed to conclude the research for this topic.

7.6. Pre-test

Respondents with traits similar to those of the study's actual respondents were used in the pilot study. The Kolej University Poly-Tech Mara Kuala Lumpur did the pilot study on the value of self-esteem to student life. A total of 140 Diploma in Corporate Communication students were chosen as responders for the study.

The purpose of the pilot study was to evaluate the validity and reliability of each item on the study instrument (Sekaran, 2003). Simultaneously, a study was carried out to determine whether the questionnaires were simple to understand, pertinent to the study's objectives, appropriate for use in conducting the study, relevant, and accurate for each question posted in the instrument (Hayes, 2000).

7.6.1. Frequency of respondent background for pre-test

In this subtopic, the frequency of respondents who took part in the study's pilot test is discussed. In accordance with Table 3, 61 (44%) of the respondents were men, while 79 (56%) were women. The age between 20 and 23 is 111 (79%), the age between 23 and 24 years old is 18 (13%), the age between 24 and 27 years old is 10 (7%), and more than 28 years old is 1 (1%).

Table 3. Demography of respondents

Demography factors		n	%
Gender	Male	61	44
	Female	79	56
Age	20-23 years old	111	79
	23-24 years old	18	13
	24-27 years old	10	7
	More than 28 years old	1	1

Table 3 explains the demography of respondent data collection to attain the target audience segment better.

7.6.2. Instrument reliability

Cronbach's alpha values, which are a measure of an instrument's internal consistency, were employed in this study to analyze the instrument's reliability. In this study, there are four (4) factors: the efficiency of social media is the dependent variable, while trendiness, accessibility to people, and accessibility to information are the independent variables.

The self-esteem factors in Table 4 reveal $\alpha = .60$. The next variable is connected to self-belief, and its alpha value is $\alpha = .90$. The last factor is associated with the physical characteristics factor. This variable's alpha value was $\alpha = .96$. Overall, the Cronbach's alpha value is appropriate for the goals of this study.

Table 4. Cronbach's Alpha for pre-test analysis

Variables	Items	α
Self Esteem	12	.60
Self-Belief	10	.63
Physical Appearances	9	.67

Table 4 shows the Cronbach's Alpha for Pre-Test Analysis. Cronbach's α were used to estimate reliability using both pre-test and post-test scores.

7.6.3. Correlation inter item for variable the self-esteem

Correlations between items depending on that study's variable were explored in this section. Overall, the correlation between the items for the self-esteem measure was substantial and considered acceptable for the study's purposes. Therefore, this goal has not changed at all. Table 5 provides a summary of the analysis.

Table 5. Correlation inter item for variable self-esteem

Items	Correlation Inter Item
1. I like the activities that I am used to	.283
2. I like activities I've never tried before	.262
3. I can work well at group activities with familiar classmate	.198
4. I can work well at group activities with unfamiliar classmate	.527
5. I enjoy trying to solve logical problems (usually in math, computing, and science)	.299
6. I enjoy imaginative tasks (such as creative writing, poetry and stories)	.430
7. I feel confident answering simple questions in front of the class (what, when, where)	.454

Table 5 measures the Correlation Inter Item for Variable Self-esteem.

7.6.4. Correlation inter item for variable self-belief

Correlations between items depending on that study's variable were explored in this section. Overall, the correlation between the items for the self-belief variable was substantial and considered appropriate for this study's purposes. Therefore, this goal hasn't changed at all. Table 6 provides a summary of the analysis.

Table 6. Correlation inter item for variable self-belief

Items	Correlation Inter Item
1. I feel that I am a person of worth, at least on an equal plan with others	.245
2. I feel that I have a number of qualities	.159
3. All in all, I am inclined to feel that I am a failure	.119
4. I am able to do things as well as most other people	.202
5. I feel I do things as well as most other people	.299
6. I take a positive attitude towards myself	.119
7. I wish I could have more respect for myself	.331
8. On the whole, I am satisfied with myself	.250
9. I certainty feel useless at time	.205
10. At times, I think I am no good at all	.201

Table 6 measures the Correlation Inter Item for Variable Self-belief.

7.6.5. Correlation inter item for variable physical appearance

Correlations between items depending on that study's variable were explored in this section. Overall, the connection between the variables for physical appearance was strong and considered appropriate for this study's goals. Therefore, this goal has not changed at all. Table 7 provides a summary of the analysis.

Table 7. Correlation inter item for variable physical appearance

Items	Correlation Inter Item
1. I am able to handle stress	.524
2. I believe body shape or appearance	.360
3. I agree that Self-Confidence is important	.413
4. I am able to become sexual aroused	.155
5. I am able to concentrate	.479
6. I believe Physical endurance	.233
7. I am initiative or drive	.463
8. I have ability to deal with anger	.280
9. I am able to stand the disturbances and noise of everyday life	.184

Table 7 measures the Correlation Inter Item for Variable Physical Appearance.

7.7. Summary

This capture discussed research design, types of research methodology, a unit of analysis, sampling, data collection process, instrument development, data analysis, and pre-test. The next section will be discussing data analysis and findings.

8. Data Analysis and Findings

8.1. Introduction

This section will be discussing data analysis which focuses on the frequency of respondents, reliability and validity analysis, and hypothesis testing.

8.2. Frequency of respondents

In this subtopic, the frequency of respondents who took part in the study's pilot test is discussed. According to Table 8, 229 (57.2%) of the respondents were female, while 171 (42.8%) of the respondents were male.

In the age group, 317 respondents (79.2%) were between the ages of 20 and 23. Secondly, 46 (11.5%) of the respondents were between the ages of 23 and 24. Secondly, 33 (8.2%) of the respondents were between the ages of 24 and 27. The next group of responders included 4 (1.0%) who were older than 28. A total of 400 people responded to the survey.

Table 8. Frequency of respondents

Demography factors		n	%
Gender	Male	171	42.8
	Female	229	57.2
Age	20-23 years old	317	79.2
	23-24 years old	46	11.5
	24-27 years old	33	8.2
	More than 28 years old	4	1.0

Table 8 explains the frequency distribution is the pattern of frequencies of respondents.

8.3. Instrument reliability

Cronbach's alpha values, which are a measure of an instrument's internal consistency, were employed in this study to analyze the instrument's reliability. Three factors which are self-esteem, self-belief, and physical appearance are considered in this study.

The self-esteem factors in Table 9 reveal a value of $\alpha = .770$. The next variable is connected to self-belief, and its alpha value is $\alpha = .600$. The last factor is associated with the physical appearance factor. This variable's alpha value was $\alpha = .722$. Overall, Cronbach's alpha value is appropriate for the purpose of this study.

Table 9. Cronbach's Alpha for pre-test analysis

Variables	Items	α
Self Esteem	12	.770
Physical Appearances	10	.600
Self-Belief	9	.722

Table 9 explains Cronbach's alpha values to measure an instrument's internal consistency to analyze the instrument's reliability.

8.4. Correlation inter item for variable self-esteem

Correlations between items depending on that study's variable were explored in this section. Overall, the correlation between the items for the self-esteem measure was substantial and considered acceptable for the study's purposes. Therefore, this goal has not changed at all. Table 10 provides a summary of the analyses.

Table 10. Correlation inter item for variable the self-esteem

Items	Correlation Inter Item
1. I like the activities that I am used to	.384*
2. I like activities I've never tried before	.320*
3. I can work well at group activities with familiar classmates	.220*
4. I can work well at group activities with unfamiliar classmates	.553*
5. I enjoy trying to solve logical problems (usually in math, computing, and science)	.453*
6. I enjoy imaginative tasks (such as creative writing, poetry and stories)	.457*
7. I feel confident answering simple questions in front of the class (what, when, where)	.546*
8. I feel confident giving an explanation in front of the class (how, why)	.600*
9. I feel OK working with new or unfamiliar teachers	.443*
10. I feel OK when the teacher praises me in front of others	.431*
11. I feel OK asking the teacher a question in front of the class	.297*
12. I can move on quickly if the teacher reminds me about my behavior	.208*

Table 10 indicates the correlation between the items for self-esteem.

8.5. Correlation inter item for variable self-belief

Correlations between items depending on that variable of this study were covered in this section. Overall, the correlation between the self-belief variables was significant and accepted for the purpose of this study. Therefore, no changes have been made to this purpose. The analyses are summarized in Table 11.

Table 11. Correlation inter item for variable the self-belief

Items	Correlation Inter Item
1. I feel that I am a person of worth, at least on an equal plan with others	.325*
2. I feel that I have a number of qualities	.208*
3. All in all, I am inclined to feel that I am a failure	.287*
4. I am able to do things as well as most other people	.303*
5. I feel I do not have much to be proud of	.276*
6. I take a positive attitude toward myself	.331*
7. I wish I could have more respect for myself	.391*
8. On the whole, I am satisfied with myself	.223*
9. I certainly feel useless at times	.275*
10. At times, I think I am no good at all	.204*

Table 11 indicates the correlation between items for variables for self-belief in this study.

8.6. Correlation inter item for variable physical appearance

Correlations between variables of this study were covered in this section. Overall, the correlation between items for variables was significant and accepted for the physical appearance purpose of this study. Therefore, no changes have been made to this purpose. An overview of the analysis is summarized in Table 12.

Table 12. Correlation inter item for variable the physical appearances

Items	Correlation Inter Item
1. I am able to handle stress	.530*
2. I believe body shape or appearance	.516*
3. I agree that Self-Confidence is important	.324*
4. I am able to become sexual aroused	.255*
5. I am able to concentrate	.537*
6. I believe Physical endurance	.626*
7. I am initiative or drive	.393*
8. I have ability to deal with anger	.505*
9. I am able to stand the disturbances and noise of everyday life	.056*

Table 12 indicates the correlation between items for variables for the physical appearance purpose of this study.

8.7. Hypothesis testing

This part discussed on hypothesis testing as below:

8.7.1. Hypothesis 1: (T-test discussion)

The distinctions between gender and self-esteem that are founded on hypotheses will be covered in this section. The findings indicated that there are gender-specific differences in self-esteem. This finding demonstrated that gender had no bearing on students' self-esteem. The outcome is shown in Table 13 below.

The findings demonstrated that there is no gender-based difference in self-esteem that is statistically significant ($t = .832$, $p > .05$). This suggests that there are no distinctions between male and female respondents' self-esteem contexts. Therefore, the hypothesis is to be rejected. The result is as below (Table 13).

Table 13. T-test analyses based on gender

Variable	Gender	n	Mean	Standard Deviation	t	Sig.
Multilingualism	Male	171	3.8460	.53268	.996	.832
	Female	229	3.7937	.51034	.990	

Table 13 demonstrates that there is no gender-based difference in self-esteem.

8.7.2. Hypothesis 2: (One Way ANOVA discussion)

According to Table 14, there is a significant variation in respondents' levels of self-esteem depending on their age ($F=7.459$, $p > .05$). This finding demonstrated that age differences exist in the context of self-esteem. The theories are therefore accepted.

Table 14. One Way ANOVA based on age

Variable	Age	Sum Squares	DF	Mean	F	Sig.
Dependent variable	Within Group	5.771	3	1.924	7.459	.000
	In Group	102.117	396	.258		
	Total	107.887	399			

Table 14 demonstrates that age differences exist in the context of self-esteem.

8.7.3. Hypothesis 3: (on correlation discussion)

The relationship between self-belief and self-esteem is examined in Hypothesis 3. The link between self-belief and self-esteem is depicted in Table 15. It demonstrated the connection between self-belief and self-esteem. The table of data below shows that a person's capacity for self-esteem increases with their level of self-belief. As a result, the hypotheses failed to reject.

Table 15. Relationship between self-belief and self-esteem

Self-belief	Self -esteem
r	.559**
n	400
p	0.01

Note: r significant at 0.01**

Table 15 explains the relationship between self-belief and self-esteem.

8.7.4. Hypothesis 4: (on correlation discussion)

The relationship between physical appearance and self-esteem is examined in Hypothesis 4. The link between physical appearance and self-esteem is demonstrated in Table 16. It was demonstrated that people's capacity for self-esteem increased with increased physical attractiveness. As a result, the hypotheses failed to reject.

Table 16. Relationship between physical appearance and self-esteem

Physical appearances	Self -esteem
r	.590**
n	400
p	0.01

Note: r significant at 0.01**

Table 16 explains the relationship between physical appearance and self-esteem.

8.8. Summary

This section was discussed on finding research-based hypothesis testing. Next section will be discussing findings of the research based on literature review and theory.

9. Discussion and Recommendation

9.1. Introduction

This section will discuss details based on research findings. This section also explained the related findings-based literature review and theory. Lastly, this section will include the contribution of the study and recommended for future research.

9.2. Discussion of the findings

This part will be discussing the findings based on the objective of the research.

9.2.1. Objective 1: To describe the difference between genders toward self-esteem

Based on the results, the researcher does not accept the study's primary objective. The primary objective of this study is to describe how gender differences in self-esteem manifest themselves. The supposition is that there is no difference in self-esteem between the sexes. The researcher discovered two items connected to self-esteem based on the findings. Self-esteem is correlated with both self-belief and physical appearance. Similar findings have been made by other researchers in the past, including Turgut and ÇINAR (2021). The previous study discovered no distinctions between gender and self-esteem.

9.2.2. Objective 2: To identify the difference between ages toward self-esteem

Based on the finding, the researcher accepts the second objective of this study. The first objective of this study is to identify the difference between ages toward self-esteem. The hypothesis is there is a difference between ages toward self-esteem.

Based on the findings, researchers found that there is one item of age that is related to self-esteem. According to DeCastro-Ambrosetti and Cho (2011), responses to the photos mirrored perceptions of teenagers that were obviously related to race and gender and, as such, discovered their own personal stereotypes and prejudice.

The finding is similar to past research like 7 Alsheikh et al. (2010) Past research has found that there are differences between the ages and self-esteem.

9.2.3. Objective 3: To describe the relationship between self-belief and self-esteem

The third objective is the relationship between self-belief and self-esteem. Also, the hypothesis failed to reject because there is a relationship between self-belief and self-esteem.

Based on the findings, researchers found out that self-belief and self-esteem cooperate in direct and indirect ways to effect long-term accomplishment, adventuresome, and, ultimately, life successes because self-esteem builds confidence and that can determine the goal.

These findings are similar to past research like Pajares and Miller (1994), Albion (1999), Benabou and Tirole (2002), and Thompson et al. (2004).

9.2.4. Objective 4: To identify the relationship between physical appearance and self-esteem

The Fourth objective is the relationship between job physical appearance and self-esteem. Also, the hypothesis failed to reject because there is a relationship between physical appearance and self-esteem.

Based on the findings, researchers found that individuals classified against their appearance because persons could show that companies have prejudicially judged them based on their appearance, and they would have a chance to pursue a right of perception.

These findings are similar to the past research. According to Starnowski and Son Hing (2015), Porcari et al. (2002), Naumann et al. (2009) and Calogero et al. (2010).

9.3. Contribution to the theory

Based on the research, Maslow's Hierarchy of Needs theory showed that self-esteem happens because of the effort made by the person himself or herself to have better self-respect internally and with others. Every human being has a need to have good self-esteem, stable and sound self-assessment, and others' respect. Sound self-esteem means that you respect yourself based on your achievement, capabilities, and respect from other people.

Esteem needs, there are two kinds of esteem needs. The first one is to feel appreciated and respected by other people due to the reputation of a person such as status, recognition, and appreciation. Moreover, some people have self-esteem in order for them to change their weaknesses to be their best advantage and build their own wall of self-esteem.

9.4. Implication of the study

Since this study only focuses on the importance of self-esteem among students, the research cannot conduct a questionnaire regarding the level of education of the respondent that has higher self-esteem. Also, the research also cannot know other factors that influence respondents to be self-esteem people because the study is only focusing on self-belief and physical appearance.

Secondly, the sample for this study was small. Perhaps a larger sample would have yielded different results. Moreover, since this study only used qualitative and has few questions, the answer to the question is limited and some answers from the response cannot be used as the finding's explanation.

9.5. Recommendation for the future research

A future study on this issue would be highly recommended with a bigger sample size. Having a smaller sample size in this study did not provide much information. It would also be recommended that the sample size should have equal numbers of male and female students.

In addition, more methodological work is needed such as the future study can do interviews with people who have a higher level of education so that we can know more depth information regarding self-esteem from their side. There are still many aspects that can be analyzed about self-esteem such as the level of communication and attitudes since some people are only able to speak but do not know how to behave.

9.6. Summary

Overall, the results of the analysis indicate that the importance of self-esteem among students is high. However, self-esteem should be mastered daily based on experience and environment. The diversity of students have different self-needs. Therefore, it can be concluded that self-esteem can influence people who have a lack of self-belief and physical appearance.

Self-esteem takes place based on how individuals carry themselves, which is how to communicate and attitude. The right approach to self-esteem can have a huge impact on society. To become a better person with self-respect, you need to have a personal image, attitude and personality to attract the public.

9.7. Authors' Contributions

All authors contributed equally in the review and editing of this article, conceived the idea, participated in the design of the analyses of the findings, the discussion of the results and conclusion.

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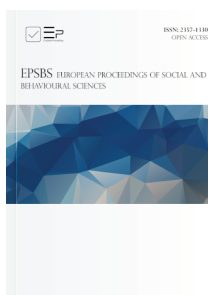


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