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PSYCHOLOGICAL FOUNDATIONS OF SCHOLASTIC PERFORMANCE A STUDY ON RELATIONSHIP BETWEEN SELF ESTEEM AND CGPA AMONG VIRTUAL UNIVERSITY STUDENTS

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Abstract

This study investigates the relationship between self-esteem and academic performance among university students at the Virtual University of Pakistan, focusing on potential gender differences and implications for psychological support strategies. Using a quantitative, cross- sectional design, data were collected from 200 students (100 males, 100 females) aged 18–27 via convenience sampling. The Rosenberg Self-Esteem Scale (RSES) measured self-worth, while academic performance was assessed using GPA. Results indicated a moderate positive correlation between self-esteem and academic performance ($r = 0.38$, $p < 0.01$), with no significant gender differences observed. The findings align with psychological theories like Bandura's self-efficacy model and Maslow's hierarchy of needs, highlighting the role of self- esteem in academic motivation and resilience. The study underscores the importance of fostering self-esteem through targeted interventions, such as counseling and mentorship programs, to enhance academic outcomes. Limitations include the use of convenience sampling and a cross-sectional design, suggesting the need for future longitudinal and diverse- sample research.

1. INTRODUCTION

Self-esteem has an important role in all aspects of life in an individual's ability to learn in1 school, to be or feel comfortable at home with his or her family, and to the self-confidence with which that person approaches life's challenges and relationships. Self-esteem is not just an internal property for universitystudents but rather a variety of social, emotional, and cognitive factors that sway the higher ability of the university students in their management or quest to attain the intended, they're natural qualities in this field. This introduction examines how psychological well-being influences educational outcomes within a university context in a relationship between self-esteem and academic performance. Self-esteemis often categorized into two types: self-esteem on the global level, the people's general sense of worthiness, and self-esteem in specific areas of people's lives like academics. Positive outcomes including resilience, motivation, and persistence are all closely tied to high self-esteem; all of which areimportant factors for academic success. Anxiety, depression, and reduced

academic engagement (Muhammad Arshad et, al. 2015) can result, however, from low self- esteem. Maslow's hierarchy of needs theory points out the importance of esteem towards self- actualization. This one of Maslow's key psychological needs helps an individual to believe that she will be successful academically and socially. The research has frequently demonstrated that students with greater levels of self-esteem can prevail academically and have superior problem-solving skills (Baumeister et al., 2003). Numerous studies have established a correlation between self-esteem and academic performance. Students who have high self-esteem, are confident and motivated to set higher goals. It is also linked with a mindset towards growth,in which students tend to see challenges as things that can lead to development (D'Mello et al., 2018). Usually, students having high self- esteem pay more attention, are highly creative, and approach learningproactively. However, low self- esteem can get in the way of academic success by building fears of failure and doubt in one's self. If these students don't do challenges, they don't appear to those types of students as something possible, and they see themselves as incapable of something, because of that, theyexperience more stress, which also impacts negatively academic outcomes (Ahmed, Bukhari, 2024). In addition, low self-esteem is known to coincide with disengagement in academic activities, as a result of which grades are reduced, and feelings of vulnerability in educational settings.

Self-esteem is highly dependent on the university environment (peer interactions and social support). The social side of things can strengthen students' sense of self; the experience of being bullied, excluded, etc. can unsettle this. The advent of social media has become more complicated – students' online experiences can strengthen or weaken self-esteem. Targeted interventions aimed at working through both individual and systemic elements of promoting self-esteem in university students are needed. Mentorship programs, counseling services, and workshops dedicated to helping build resilience and emotional intelligence are among them. Teachers and

equivalent university staff may also be critical in constructing useful feedback, commending small accomplishments, and helping create inclusive academic surroundings. Structured learning activities have been found to increase both self-esteem andacademic performance by encouraging a growth mindset (American Psychological Association, 2020).Self-esteem and academic performance are rich and conjugate. Self-esteem among university students can be boosted with the help of evidence-based strategies

that target the factors that influence self-esteem. Research on this relationship continues, allowing us to further learn about the relationship between the two and use that information to help support students' psychological and academic well-being. Many see the relationship between self-esteem and academic achievement. As a well-establishedfact. It has been used frequently as a reason against the provision of gifted students' ability grouping. However, this research refuted that commonly held belief and looked at the relationship a sample of 65high-ability secondary students was drawn from over 900 students for a longitudinal study. Measured

The research showed there was no difference. The difference in self-esteem between gifted and no gifted students. However, none of the research found more there was also a correlation between self-esteem and academic achievement for the gifted group (Vielle, Heaven & Caroche, 2005).

Background of the project:

In the context of the university, where students have to face many such challenges and are in transition, self-esteem has a salience in helping shape people's academic outcomes. Self-esteem is defined as a person's overall sense of self-worth, and self-esteem is important because it influences motivation, resilience as well as cognitive engagement involved with academic success. Among university students, a sense of feeling good about themselves would result in better academic performance while low self-esteem increases stress levels, procrastination, and academic underachievement (Bleidorn et al., 2020; Roshanzadeh et al., 2021). Academic pressures, social adjustment, and career uncertainty hand in hand continue to influence students' psychological well-being in university. In this phase, self- esteem becomes a critical psychological vestibule for many. A high degree of self-esteem helps students attempt

to deal with academic challenges, take part in constructive peer relationships, and active participation in campus activities. However, low self-esteem raises the potential of worsening feelings of isolation, anxiety, and academic disengagement (Pellas, 2023). There is also a really strong correlation between self-esteem and academic performance in Pakistan since cultural and sociological norms tend to emphasize academic success as a determinant of true self-worth. It is reported that 60 per cent of students of the universities from South Asia undergo moderate to severe academic stress which is mostly due to their perception of themselves inadequately. Furthermore, balanced against this sort of dynamic is the use of social media and its influence on self-esteem, as websites like Instagram and TikTok inherently drive individuals to develop unreal expectations of themselves particularly among young adults in school (Cai et al., 2023). The interplay between self-esteem and academic performance has been the scope of several studies both domestically and internationally. According to Bleidorn et al. (2020) longitudinal study on college students found positive associations between self-esteem and better academic outcomes and emotional resilience. Also, similar to Roshanzadeh et al. (2021), they found that self-esteem negatively relates to academic procrastination, while students with high self-estee3m are better at managing time and developing goals. These studies lay the foundation, however, there is little evidence that is grounded in the specific socio-cultural and academic conditions of Pakistani universities. The ways of teaching, socio-cultural factors, and ability of psychological resources can vary within this demographic in how self-esteem affects academic performance. To address this gap, the present research studies the specific effects of self-esteem on academic performance among university students in Pakistan.

According to a survey conducted by the Higher Education Commission (HEC) of Pakistan (2022), more than 45 percent of university students found it hard to maintain high self-esteem, which led to their poor performance in academics. Academic counseling services are underused, especially concerning self- esteem issues, with less than one in five students utilizing this service. The findings in these cases make a desperate nudge to explore the causes and treatment of self-esteem and its impacts on academic performance. The present study questions whether the bolstering of one affects the other, and if so, whether the strengthening of one would impact the other, and if so, whether these relationships can be used to develop interventions, such as psychological counseling programs and peer mentorship efforts, that would increase self-esteem hence improving academic performance among university students. Moreover, this research attempts to inform university policies by showing the necessity for the inclusion of psychological well-being into academic support structure.

1.1 Variable 1 (Self-esteem)

Self-esteem reflects individual's overall evaluation of their worth or value. It encompasses self-acceptance, self- respect, and confidence in one's abilities. Rosenberg (1965) explains, self-esteem can be viewed as a significant psychological construct that influences various domains of life, including education, interpersonal relationships, & decision-making. High level of self-esteem is associated with positive mental health, good level of motivation, and resilience whereas low self-esteem leads to feelings of inadequacy and lack of motivation, potentially affecting academic performance. (Orth & Robins, 2014).

1.2 Variable II (Academic performance)

The measurable outcome of a student's learning process, is called academic performance and it usually measured in grades, test scores or other standardized instruments. It measures for how much a student understands of the course content on a whole and on how well a student has performed academically.

The things such as study habits, learning environment, and personal attributes like psychological construct (self-esteem) play in important role in the academic performance (Talsma et al., 2021)

Literature Review4

In light of the study objective, the literature has been reviewed, and the findings of researchers

Have been cited in the following section.

A student's self-esteem defines how much he or she is willing to learn and perform in class. Many researchers have ventured into investigating the relationship between self-esteem, motivation, and efficiency in handling academic work. For example, in the study of Acosta-Gonzaga (2023), he focused on the relationships between self-esteem, motivation, and academic behaviors. Research done on 243 university students showed that self- esteem plays a very important role in the emotional and behavioral aspects of academic withdrawal. Illness management and participation in metacognition were identified as a way to improve academic achievements, stressing the value of self-esteem in educational settings. Similarly, it has been established that the self-esteem of learners influences or is influenced by academic achievement, although these findings differ across cultures. The above study also showed that self-esteem has a positive relationship with GPA, although the strength of the relationship depends on culture and education. This has implications for the kind of interventions that can be developed to increase self-esteem, and why such interventions should be place-based. Additionally, there emerge studies also on anuanced angle of self-esteem in academic contexts. For example, Neighbors et al. (2022) mentioned that having boosted somebody's self-esteem more than academic skill works can be detrimental. This makes clear the need for a balanced approach to involve self-esteem building in addition to skill development. While research has consistently demonstrated positive consequences of self-esteem for achievement, itis clear that self-esteem and achievement are complexly related and are conditioned by many psychological and cultural factors. These dynamics should be explored further, in particular, in non-Western settings to find ways that they might be more beneficially used to develop more effective educational interventions.

Self-esteem, locus of control, achievement motivation, and academic performance were the variables measured in the study conducted by Abdullah in 2000 to investigate the relationship between these fourfactors among university students in Nigeria. The research sought to establish the role played by these psychological factors on the student's performance. Seven resources gave understudy reactions; altogether 1,335 male and female understudies took part, selected using both proportional and simple inconsistent inspecting procedures. More specifically, multiple regression analysis results signified that the subjective independent variables used in the present study were not predictive of the more objective values of academic performance. This study also established a correlation between low achievements.

Motivation and self-esteem with low academic ambitions to high-performance output analyzing the student's contributions to national development. Using a mixed-methods approach, Booth and Gerard (2011) investigated the relationship between self-esteem and academic achievement among adolescents in two Western cultural contexts: The United States of America and England. Using a method comparing quantitative and qualitative data by measuring self-esteem and academic achievement in 86 North American and 86 British adolescents over an academic year. The quan5titative analysis showed that self-esteem measured in the fall predicted several measures of academic performance for the rest of the

year. However, it was possible to identify significant variation between the two countries by

the end of the year; at the same time, mathematics remained the only variable that would reflect on self-esteem in both cases. Collectively, the qualitative analyses indicated that British students felt self-components were better matched to their academic profiles than their US counterparts. Akinleke (2012) chose test anxietyand self- esteem as the variables of interest in his study that involved 250 final-year National Diploma students of the Federal Polytechnic Ilaro. The data was gathered by having the participants fill out two questionnaires in the classroom and using their previous year's Grade Point Average (GPA). The findings thus showed that students with lower levels of anxiety had better high GPAs while a positive correlation was realized between self-esteem and performance. The results imply that education-relatedstakeholders should formulate strategies to address learners' anxiety and establish interventions that willpromote learning as well as a mastery of school content to enhance learners' performance. Twinomugisha (2008) used a

correlational research design to establish the causes and effects of low self-esteem on the academic performance of students at the United States International University in East Africa. The study employed 37 senior students and sought to establish the relationship that existedbetween self-esteem and performance. The Rosenberg Self-Esteem Scale was used in the study to assess the self- esteem levels from the period of freshmen, through sophomores, juniors, and seniors. The findings revealed self-esteem to have a direct relationship with CGPA, r = .048. However, the study also showed a negative relationship between the self-esteem score in gender (r = .316), while male studentsgained self-esteem and the CGPA level, the female students' self- esteem decreased but the CGPA remained at a steady level. To compare self-esteem and academic achievement between urban and ruraladolescents and gender Joshi and Srivastava (2009) conducted a study. The sample included 400 adolescents from two areas: 200 urban and 200 rural areas; aged between 12 to 14 years; half were malesand half
female. Self-esteem was measured through a self-esteem scale while academic achievement was vis measured through school records. In the present study, there was no significant difference in self-esteem between the rural and urban adolescents; but the urban was more preceding academically than the rural adolescents. Also, there was a difference observed under gender emerged that the boys Showed higher self-esteem self-appraisal than girls; on the other hand, the girls received better academic performance than boys. Vialle, Heaven, and Ciarrochi (2005) questioned the causal relationship between self-esteem and achievement by studying a sample of 65 high-ability secondary students. In their study a cross-sectional
survey of 936 students— they failed to establish 6any differences in self-esteem between
gifted and non-gifted students. Perhaps more debatably, the study also found no positive link between self-esteem and grade point average or academic performance within the sample of
gifted students.

Rationale of the Study

This research seeks to find out how self-esteem is related to the performance of university students in their different areas of growth and educational concerns. New university students are under the stress of meeting new requirements such as independent studying, as well as higher expectations. Such circumstances can alter their perception of themselves and degrade their academic performance. Therefore, it is crucial to comprehend how self-esteem correlates with the academic performance of undergraduate students, as students with higher self-esteem are likely to be more competent and can be more challenged in their academic work. In contrast, an individual with low self-esteem may become anxious which in turn makes them withdraw from academic work. It also closes a gap in the literature by focusing on students who experience a relatively high degree of stress and therefore have a fluctuating self-image, and stress image. This would be of help in formulating procedures aimed at building a favorable sense of self that would in the end enhance their performance as students.

Objectives of the Study

To assess the correlation between self-esteem and academic performance among university students.
To explore gender differences in the relationship between self-esteem and academic performance.

Hypotheses

H1: There is a significant relationship between self-esteem and academic performance.
H11: There is no statistically significant gender difference between self-esteem and academic performance.

Chapter III
Methodology
Nature of Research

We used a quantitative research method to objectively examine the relationship between self-esteem and academic achievement among university students. The data were analyzed numerically to ensure measurable and bias-free outcomes. Statistical techniques were employed to quantify the variables.

Research Design

This study adopted a cross-sectional quantitative research design. Data were collected at one point in

time. Self-esteem was assessed using survey scores, while academic performance was measured by GPA. This approach efficiently captured data without requiring long-term tracking, making it suitable for institutional studies. Statistical analysis was used to examine the relationship between self-esteem and academic performance.

Sampling Strategy

The study employed a non-probability sampling technique. While we acknowledged its limitations in representing all student populations, convenience sampling was used due to limited resources, cost-effectiveness, and ease of access to university students. Participants were selected from Virtual university of Pakistan.

Sample

The sample consisted of 200 (100 females and 100 male) undergraduate students aged 18–27. We focused on full-time, actively enrolled students across different degree programs and academic years. Both male and female students were included to balance gender representation. Enrollment as a full-time undergraduate was a necessary criterion. Strict inclusion and exclusion criteria were applied to minimize bias.

Inclusion Criteria; Full-time undergraduates aged 18–27.

Exclusion Criteria: Students outside the specified age range or not enrolled full-time**.**

Interpretation:

Gender:

Out of the 200 participants, exactly half were male (100) and half were female
(100), making the gender distribution perfectly balanced. The average (mean) value of 1.50, based on coding (e.g., Male = 1, Female = 2), confirms this even split. The standard deviation also reflects this balance.

Age Group:

Participants were evenly divided between two age groups: 100 were between 18 and 23 years old, and 100 were between 24 and 27 years old. This equal distribution is reflected in the mean of 1.50 and a standard deviation of 0.501, assuming the groups were coded as 1 and 2, respectively.

Qualification:

A majority of participants were undergraduate students (119 or 59.5%), while 81 participants (40.5%) were pursuing postgraduate studies. The mean value of 1.41, again assuming coding of undergraduate = 1 and postgraduate = 2, shows a slight lean toward undergraduates in the sample.

Family System: Just over half of the participants (102 or 51%) came from nuclear families, while 98 (49%) belonged to joint family systems. The mean of 1.51 and a nearly equal standard deviation suggest a very balanced distribution between the two family types.

CGPA (Cumulative Grade Point Average) In terms of academic performance, most students fell in the middle ranges: 35.5% had a CGPA between 2.0 and 2.99, and another 35.5% were between 3.0 and 3.50. A smaller number were on the higher end (3.51 to 4.00) at 19%, and only 10% had a CGPA below 2.0. The average CGPA was 2.64, indicating that students generally performed in the moderate range. The standard deviation (0.903) shows a fair amount of variation in CGPA among participants.

Assessment Measurement

Demographic Information Questions

Participants were asked to provide details about their: Age, Gender, Year of study, Current degree program.

Family System

Participants were asked about their family type (joint and neutral) to explore how family dynamics might indirectly influence self-esteem.

Scale I: Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES), introduced by Rosenberg in 1965, was used to measure self-esteem (independent variable). This 10-item scale was chosen for its reliability and simplicity, making it a gold standard in psychological research. Responses were recorded using a 5-point Likert scale with response option ranging 1=strongly

agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree.

Originally the measure was designed to measure the self-esteem of high school students. However, since its development, the scale has been9used with a variety of groups including adults, with norms available for many of those groups. Scoring: As the RSE is a Guttman scale, scoring can be a little complicated

Reliability: The RSES demonstrates a Guttman scale coefficient of reproducibility of 92. Indicating excellent internal consistency, Test-retest reliability over 2 weeks reveals correlations of AS and 8K, indicating excellent stability.

Validity: Demonstrates concurrent, predictive, and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coppersmith Self- Esteem Inventory. La addition, the RSE cumulates in the predicted direction with measures of depression and anxiety.

3.5.2 Scale II: Academic Achievement (GPA)

GPA (**cumulative Grade Point Average**) was used as the measure of academic achievement, as it is a widely accepted metric in higher education. It assess Overall academic achievement based on course grades. Some institutions use 4.00 scale. Some may use different. Each course grade is converted to a numerical value.

Participants submitted their most recent GPA on a 4.0 scale. This served as the dependent variable to evaluate academic performance. Responses were recorded using a 5-point Likert scale, with response option ranging 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree.

Reliability:

The Grade Point Average (GPA) system was not invented by a single individual but evolved over time as part of broader educational reforms in the United States. GPA is a reliable measure of academic performance because it consistently reflects a student's achievement across multiple courses and semesters. Its calculation is standardized, reducing subjectivity, and minor fluctuations in individual grades have little impact on the overall score. However, reliability can be slightly affected if grading standards vary between instructors or institutions. In terms of validity, GPA effectively measures broad academic
ability and strongly predicts short-term outcomes like college retention and graduation.

Procedure:

A pilot study was conducted with a small group of students before the main data collection. Questionnaires were distributed online via Google Forms. Participants received consent forms detailing the study's purpose and their rights. The survey took approximately 10–15 minutes to complete. We were ensure the participants that their confidentiality. We used SPSS software for analysis.

Ethical Considerations

Informed Consent: Participants opted in voluntarily after reviewing the study's scope and confidentiality terms.

Anonymity: No personal identifiers were collected; data were aggregated for analysis.

Debriefing: After the survey, students received resources on mental health support to address any potential discomfort from self-esteem discussions.

Chapter IV

Results

Table 4.1 Descriptive statistics of Self-esteem and Academic performance (N=200)

Variables	M	*SD*	*Min*	*Max*
Self-Esteem	*22.6200*	*5.51340*	*10.00*	*33.00*
Academic performance	*13.5600*	*4.48520*	*7.00*	*33.00*

Note: M= Mean, SD= Standard Deviation, min=minimum, max=maximum

Table 4.2 Reliability score of the scales (N=200)

Scale	*k*	*a*
SI	10	.722
AP	7	.835

Note k=number of items, a=Cronbach alpha reliability

Note: K, Total number of scale items, a = Cronbach's **Alpha**

Table 4.2 shows data for two psychological variables in the study: Self-esteem (SE) and Academic performance (AP), along with their reliability and the number of items in their scales.

A **Cronbach's Alpha (a)** value indicates the reliability of each scale. Self-esteem has an acceptable reliability score of **.722**. Academic Performance has the highest reliability at **.835,** which is considered very good.

Table 4.3 Relationship between self-esteem (SE) and academic performance (AP) (N = 200)

Variables	*1*	*2*	*M*	*SD*
1. Self-Esteem (SE)	-	.377**	22.62	5.51
2. Academic Performance (AP)	.377**	-	13.56	4.49

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

Interpretation:

The results indicate a moderate positive correlation between self-esteem and academic performance (r.377**, p < .01), suggesting that higher levels of self-esteem are associated with better academic outcomes among the students in this study. This relationship is statistically significant at the 0.01 level, indicating that the likelihood of this finding occurring by chance is very low. Descriptive statistics reveal that the average self-esteem score was 22.62 (SD = 5.51), while the average academic performance score was 13.56 (SD = 4.49), based on a sample of 200 students. These findings imply that interventions aimed at enhancing students' self-esteem may have a positive impact on their academic achievement.

Table 4.4 Independent sample t-test to compare men and women (N=200)

Variables	men (n=100)	women (n=100)			95 % CI		
	M (SD)	*M (SD)*	*t*	*P*	*LL*	*UL*	*Cohen's d*
SE	*22.31 (.631)*	*22.93 (.460)*	*-.794*	*.428*	*-2.16*	*0.92*	*-.112*
AP	*13.15 (.501)*	*13.97 (.388)*	*-1.295*	*.197*	*-2.07*	*0.43*	*-.183*

Note p<.001, M= mean, SD= standard deviation, LL= lower limit, UL= upper limit,

Independent sample t-test was conducted to find out significance of gender on both scales. The result show that P value in independent sample t testing is .428 for Self-esteem and .197 for Academic performance. When the results were compared to significance level i.e. 0.05 which show that there is no significant gender difference in Self-esteem and Academic performance.

Discussion

This study was aimed at determining the relationship between self-esteem and academic performance of university students. The findings of the study revealed that there are students with high self-esteem tend to perform better in their academic performance than students with low self-esteem.

This study's results support those of previous studies that say if a student feels good and self- belief about themselves, they do better in educational setting and in life. Students who believe in themselves are more motivated to study hard and believe they can achieve their success which ultimately improves academic performance. This is one of the main reason. The study's results also support psychological theories such as **Bandura's self-efficacy theory** and **Maslow's hierarchy of needs** which show belief and motivation for success.

Students' average self-esteem score revealed a moderate level of self-worth. Moreover, Students' average academic performance scores revealed an average level of academic performance. According to this research, there are no drastic differences in self-esteem and scores between genders. Even though girls scored better than boys both in reading and listening, the differences were not significant ($p > .05$). Earlier studies suggest that gender has little influence on self-esteem and academic results.

It is very important to check before collecting the data if the tool we used was reliable. **Rosenberg Self-Esteem Scale** showed a reliability score of .722, which is considered applicable. The academic performance scale showed a higher reliability of .835, which is very good. The reliability tells us that the two tools consistently measured what they were supposed to, and we could trust the results they gave. The overall outcomes from the study indicate that self-esteem a significant role in students' academic performances. Although academic success is influenced by many other things, a student's good feeling and confidence in themselves may help them stay motivated, cope with stress and engage with their studies.

Conclusion

The aim of this study was to investigate the link between **self-esteem and academic performance among university students**. Self-esteem refers to the value and belief in oneself. Academic performance was measured by students' GPAs.

This result show that Self-esteem and Academic performance are positively correlated to each other. This means that students who have higher self-esteem generally better in their studies as compare to the who have lower Self-esteem. As self-esteem increases, academic performance also improves.

This study found a significant relation between self-esteem and academic performance; thus, in this project, **H1 was fully confirmed**, there is positive correlation is present between self- esteem and academic performance. However, **H2 could not be confirmed** because there is **no significant difference between male and female students** in terms of self-esteem.

However, **H3 also could not be confirmed** because **no significant gender difference** was found in academic performance.

There can be many reasons for this, such as all students studying in the same environment, or both males and females face the same academic problems. Things like motivation, support systems, and stress management might also have an impact.

Strengths and Limitations Strengths:

Use of standardized and good instruments like (Rosenberg Self-Esteem Scale.

Balanced gender representation (100 females, 100 males) for enhanced result comparison.

A good sample size (N=200) improves the

generalizability within the university context.
The study mainly focused on real-world issues among university students, especially in online education settings.

Limitations:
This study used a convenience sampling technique, which means results may not represent all university students.
The study was cross-sectional, so it only shows correlation—not cause and effect.
The study was conducted for the Virtual University of Pakistan. The results may not be representative of students of different universities, particularly those attending a physical campus or in different academic systems.
The research was limited to self-esteem and academic performance. Other possible psychological or situational factors, for example, stress, motivation, and self-support, were not included in this study but may also impact academic outcomes.

Implications and Suggestions Implications:

Faculty and Staff Training:
Teachers and academic staff should be trained to provide helpful and positive feedback to build students' confidence.

Provide Counseling and Psychological Services:
Universities should expand access to psychological counseling and support, also provide particular services that focus on self-worth and motivation improvement.

Peer Support Networks:
Execute peer mentoring programs that can offer social reinforcement, reduce isolation, and contribute to stronger self-perception among students.

Suggestion:

Longitudinal Studies:
Future research should use longitudinal designs to study the causal relationship between self-esteem and academic performance over time.

Larger and Diverse Samples:
Expanded the study with more diverse samples and geographically varied populations would enhance generalizability.

Mediating Variables:
Future investigations should examine other factor such as stress, anxiety, time management or social support in influencing the self-esteem–performance relationship.

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