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The Role of Self Efficacy and Self Esteem on Academic Performance Among University Students

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Abstract

This study examined the Role of self-efficacy and self-esteem on academic performance among university students. Although previous research has reported positive associations between these psychological factors and academic achievement, limited research has examined their role among university students in Pakistan. Therefore, the present study investigated whether self-efficacy and self-esteem were associated with academic performance and whether they significantly predicted academic outcomes. It was hypothesized that there would be a significant relationship between self-efficacy, self-esteem, and academic performance and that self-efficacy and self-esteem would significantly predict academic performance among university students. A quantitative, cross-sectional research design was used. Using convenience sampling, 312 university students (159 females and 153 males) from different universities participated in the study through online surveys. Most participants were enrolled in undergraduate BS programs. Data were collected using the General Self-Efficacy Scale (GSES; Schwarzer & Jerusalem, 1995; α = .76 to .90) and the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965; α = .80 to .90). Academic performance was measured through students' self-reported GPA or percentage marks. Data were analyzed using SPSS through Pearson Product-Moment Correlation and Multiple Regression analyses. The findings revealed no significant relationship between self-efficacy and academic performance (r = -.018, p > .05), self-esteem and academic performance $r(310) = .056$, $p > .05$, or self-efficacy and self-esteem $r(310) = .054$, $p > .05$). Furthermore, self-efficacy and self-esteem did not significantly predict academic performance, $F(2, 309) = 0.55$, $p = .578$, accounting for only 0.4% of the variance in academic achievement ($R^2 = .004$). Thus, both hypotheses were not supported. These findings suggest that self-efficacy and self-esteem were not significant determinants of academic performance among the university students included in the present study. The study's limitations, recommendations for future research, and educational implications were also discussed.

Keywords: *self-efficacy, self-esteem, academic performance, university students*

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Introduction

Self-efficacy is an important psychological concept that refers to an individual's belief in their ability to successfully perform specific tasks and achieve desired goals (Bandura, 1997). In university life, students are expected to manage multiple academic responsibilities, including assignments, presentations, examinations, and classroom activities simultaneously. In such situations, students 'confidence in their own abilities becomes highly important because it influences the way they approach academic tasks and challenges. Students with strong self-efficacy are generally more determined, academically engaged, and resilient while dealing with educational challenges (Bandura, 1986) They are more willing to invest effort in challenging academic tasks and often view challenges as opportunities for learning rather than problems to avoid. As a result, these students are more likely to achieve positive academic outcomes compared to students with lower self-efficacy beliefs (Zimmerman, 2000). Self-efficacy also influences students' learning behavior and study habits. Students who believe in their abilities generally stay more organized and actively involved in academic activities. They are more likely to use effective study strategies, manage their time properly, and continue working hard even during stressful situations. In contrast, students with low self-efficacy often experience self-doubt, anxiety, and lack of motivation, which may negatively affect their academic progress (Schunk, 1991). Such students may avoid difficult academic tasks because they fear failure or believe they are unable to perform successfully. Previous studies have shown that higher levels of self-efficacy are positively associated with academic achievement in different educational settings (Honicke & Broadbent, 2016; Schunk & DiBenedetto, 2020).

Another important psychological factor related to students' academic life is Self-esteem. Self-esteem refers to an individual's overall evaluation of self-worth and personal value (Rosenberg, 1965). In educational settings, the way students think and feel about themselves can strongly influence their confidence, classroom participation, and emotional adjustment. Students with positive self-esteem usually feel more comfortable expressing their opinions, interacting with teachers and classmates, and participating in academic activities. They are also more likely to cope with academic pressure in a healthy and confident manner. On the other hand, students with low self-esteem may experience insecurity, fear of failure, and reduced confidence, which can negatively affect both their emotional well-being and academic performance (Baumeister et al., 2003).The importance of self-esteem in academic success has been widely discussed in educational and psychological research. Students with higher self-esteem often show stronger motivation, emotional stability, and positive attitudes toward learning (Branden, 1994). They are generally more capable of coping with academic stress and maintaining persistence during challenging situations. Research findings also suggest that students who maintain positive self-evaluations are more likely to perform better academically because they trust their

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abilities and remain motivated to achieve their educational goals. In addition, healthy self-esteem supports emotional well-being, which further helps students manage academic pressure effectively (Orth & Robins, 2014). Therefore, self-esteem can be considered an important psychological factor associated with students' academic adjustment and achievement. Academic performance is considered one of the most important indicators of students' educational progress and future success. In higher education, strong academic performance not only helps students achieve better grades but also creates opportunities for future educational and professional development. Universities therefore aim to support students academically, emotionally, and psychologically so that they can perform effectively in both educational and real-life situations. However, students' academic performance is influenced by several factors, including cognitive abilities, learning environment, family support, motivation, and psychological characteristics. Among these factors, self-efficacy and self-esteem have received considerable attention because of their possible role in improving students' learning behavior, motivation, and academic outcomes (Honicke & Broadbent, 2016). Although self-efficacy and self-esteem are different psychological constructs, both play an important role in students' academic performance. Self-efficacy mainly focuses on students' beliefs regarding their ability to complete specific tasks successfully, whereas self-esteem reflects a broader evaluation of personal worth and value. Despite these differences, both factors are closely connected and may influence each other in several ways. Students who have positive self-esteem are often more likely to develop stronger confidence in their academic abilities. Similarly, repeated academic success may strengthen both self-esteem and self-efficacy, which can further improve students' motivation and educational performance (Lane et al., 2004). In recent years, researchers have increasingly focused on understanding the psychological factors that influence students' academic experiences and outcomes. Studies have highlighted the role of motivation, emotional regulation, and learning engagement in explaining how self-efficacy and self-esteem affect academic performance. Students with strong self-efficacy are generally more active and engaged in learning activities, while students with healthy self-esteem are often better able to manage stress and maintain emotional balance during academic challenges (York et al., 2015)These psychological strengths may therefore help students perform more effectively and achieve better educational outcomes (Schunk & DiBenedetto, 2020).Although many studies have examined self-efficacy, self-esteem, and academic performance, limited research has focused on these variables among university students within the Pakistani educational context. University life involves various academic and emotional challenges, including increased workload, competition, independence, and future career concerns, all of which may affect students' psychological well-being and academic outcomes. Since students respond differently to these challenges, it becomes important to better understand the role of self-efficacy and self-esteem on students' academic performance. The present study aims to examine the role of self-efficacy and self-esteem on academic performance among university students. By

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investigating these psychological factors, the study seeks to provide a better understanding of how students' confidence and self-perceptions influence their educational outcomes. The findings of this research may also help teachers, counselors, and educational institutions develop supportive strategies that improve students' motivation, confidence, emotional well-being, and overall academic success.

Rationale of the study

Firstly, University students experience many academic and personal challenges throughout their educational journey. Managing assignments, examinations, presentations, and future career expectations at the same time can create stress and pressure for many students. These academic demands may influence students differently depending on their confidence, motivation, and emotional stability. While some students are able to cope effectively with academic pressure, others may experience discouragement, anxiety, or reduced interest in their studies. Secondly, Psychological factors are often considered important in understanding students' academic behavior and performance. Among these factors, self-efficacy and self-esteem may significantly influence how students respond to academic challenges and responsibilities. Students who believe in their abilities and maintain positive feelings about themselves are generally more motivated and confident while completing academic tasks. They are also more likely to remain persistent during stressful situations and continue working toward their goals. In contrast, students with lower confidence and poor self-esteem may experience fear of failure, lack of motivation, and academic stress, which can negatively affect their academic progress.

Thirdly, The purpose of the present study is to explore the role of self-efficacy and self-esteem on academic performance among university students. Although previous studies have discussed these variables, there is still a need to examine them further within university settings. This study may help educators and counselors better understand the psychological factors associated with students' academic success. It may also contribute to the development of supportive educational strategies that improve students' confidence, motivation, emotional well-being, and overall academic performance.

LITERATURE REVIEW

Self-efficacy is a major concept within Social Cognitive Theory (Bandura, 1986) and refers to an individual's belief in their ability to successfully organize and perform actions required to achieve particular goals (Bandura, 1997). This belief plays an important role in influencing motivation, persistence, and effort when individuals encounter academic or personal challenges. Self-efficacy is not determined solely by actual ability instead, it is based on how capable individuals perceive themselves to be. Students who possess strong beliefs in their abilities are generally more confident when facing academic tasks and are more willing to work toward success. Their confidence can positively influence their learning behaviors, academic motivation, and educational performance. Bandura (1997, 2006) explained that self-efficacy develops through four major sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological states. Successful

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experiences strengthen confidence in personal abilities, whereas observing others succeed can also increase beliefs regarding one's own competence (Schunk, 1991) Positive encouragement from teachers, parents, and peers may further improve students' self-efficacy beliefs, while stress, anxiety, and negative emotions may weaken them (Schunk, 1995). In educational environments, students with high self-efficacy are often more willing to engage in difficult academic activities and continue their efforts despite challenges. Although Bandura's theory provides a valuable explanation of self-efficacy, much of the earlier research focused on general behavioral and motivational outcomes rather than the academic experiences of university students in different cultural contexts. Therefore, there is a need to further investigate the influence of self-efficacy on academic performance among university students, particularly in Pakistan. Self-esteem is another important psychological construct related to students' academic functioning. Rosenberg (1965) defined self-esteem as an individual's overall evaluation of self-worth and personal value. It includes feelings of self-confidence, self-respect, and self-acceptance. Self-esteem influences how individuals think about themselves and respond to success, failure, and social experiences. Within educational settings, self-esteem can shape students' confidence, participation, and academic attitudes. Students with high self-esteem are generally more motivated, confident, and active in academic activities. They are more likely to participate in classroom discussions, persist during difficult tasks, and maintain positive attitudes toward learning. In contrast, students with low self-esteem often experience insecurity, self-doubt, and fear of failure, which may negatively affect their academic engagement and educational outcomes (Baumeister et al., 2003). However, previous studies mainly examined the broad effects of self-esteem and provided limited focus on how self-esteem affects academic performance among university students in developing countries. Research also indicates that self-esteem contributes positively to emotional well-being and psychological adjustment. Students with healthy self-esteem are generally better able to cope with stress and academic pressure. They often demonstrate emotional stability and are less likely to become discouraged after setbacks or criticism. These qualities may help students maintain motivation and consistent academic performance throughout their educational careers (Orth & Robins, 2014). Nevertheless, limited attention has been given to examining how self-esteem directly influences academic achievement in higher education settings. Academic performance is widely considered an important indicator of educational achievement and learning outcomes. It reflects students' ability to acquire knowledge, develop academic skills, and perform effectively in educational activities such as examinations, assignments, and classroom participation. In higher education, academic performance not only determines academic success but also influences future career opportunities and professional development (Hattie, 1992). Research has shown that students with strong academic achievement are often more confident in pursuing long-term educational and occupational goals (York et al., 2015). Earlier approaches to academic performance mainly emphasized intellectual abilities such as intelligence, memory, and

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cognitive capacity (Marsh, 1990) However, recent educational and psychological research suggests that academic success is also strongly influenced by emotional and psychological factors. Among these factors, self-efficacy and self-esteem have gained considerable attention because they affect students' confidence, learning behaviors, motivation, and academic adjustment (Richardson et al., 2012). These psychological characteristics may help students manage academic difficulties and remain persistent during challenging situations. Zimmerman (2000) reported that students with stronger self-efficacy beliefs are more likely to use effective learning strategies and achieve higher academic outcomes. Similarly, Honicke and Broadbent (2016) concluded through a systematic review that academic self-efficacy is positively associated with academic performance in different educational settings. These findings suggest that students who believe in their academic abilities are generally more likely to perform successfully in their studies. However, much of the existing research has focused primarily on Western educational settings, and comparatively less attention has been given to university students in non-Western societies such as Pakistan. Students with high self-efficacy are more likely to invest effort in their studies and maintain motivation even when they experience challenges. They often demonstrate resilience and determination, which positively contribute to academic achievement (Schunk & DiBenedetto, 2020). On the other hand, students with low self-efficacy may avoid difficult tasks because of fear of failure and reduced confidence. Self-efficacy also influences students' emotional responses toward academic situations. Students who possess high self-efficacy often experience lower levels of anxiety and stress because they believe they can effectively manage academic demands (Pajares, 1996) In contrast, students with weaker self-efficacy beliefs may develop self-doubt and avoidance behaviors, which can negatively affect their academic performance (Pajares, 2008). Therefore, self-efficacy not only contributes to academic achievement but also plays a role in students' emotional adjustment. Recent studies have highlighted the importance of self-regulated learning in explaining the relationship between self-efficacy and academic performance (Pintrich, 2003) Self-regulated learning involves goal setting, time management, self-monitoring, and evaluation of learning progress. Students with stronger self-efficacy beliefs are generally more likely to apply these strategies effectively because they feel confident in their ability to manage academic tasks successfully (Zimmerman, 2000). As a result, these learning behaviors can improve both academic achievement and educational experiences.

Several researchers have also explored the role of self-esteem in academic performance. Lane et al. (2004) found that students with higher self-esteem often demonstrate greater motivation, confidence, and persistence, which positively influence academic outcomes. Students who value themselves positively are generally more willing to participate actively in educational activities and continue working toward academic goals. However, some researchers argue that the relationship between self-esteem and academic performance is

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not always direct. Baumeister et al. (2003) suggested that although high self-esteem is associated with positive psychological outcomes, it does not automatically guarantee improved academic achievement. Other factors such as motivation, family support, and learning environments may also contribute significantly to students' academic success. Despite these different viewpoints, most researchers agree that self-esteem contributes positively to academic adjustment and emotional stability (Baumeister, 1998) Students with healthy self-esteem are often more capable of handling stress, remaining resilient during academic challenges, and maintaining interest in learning activities. These characteristics can support positive educational experiences and better academic outcomes. Self-efficacy and self-esteem are closely related psychological constructs, although they differ conceptually (Marsh & Craven, 2006). Self-efficacy refers specifically to beliefs regarding one's capability to perform certain tasks successfully, whereas self-esteem reflects a broader evaluation of self-worth and personal value. Despite these differences, both factors interact with each other and influence students' academic behaviors and educational outcomes. Research indicates that students with positive self-esteem are more likely to develop stronger self-efficacy beliefs (Schunk & Zimmerman, 2007) Positive self-perceptions may increase confidence in managing academic tasks and overcoming educational difficulties. Likewise, repeated academic success may strengthen both self-esteem and self-efficacy, creating a positive cycle of confidence and achievement (Lane et al., 2004). Students with healthy self-esteem may develop stronger confidence in their abilities, which then contributes to improved academic outcomes. In this way, self-esteem may indirectly influence academic performance through self-efficacy (Schunk & DiBenedetto, 2020). In contrast, students with lower levels of self-esteem and self-efficacy may experience fear of failure, reduced confidence, and lack of motivation, which can negatively affect academic performance (Richardson et al., 2012). Students with strong self-efficacy are more likely to plan, monitor, and evaluate their learning activities effectively because they believe in their ability to succeed academically (Zimmerman, 2000). These behaviors support organized learning patterns and improved academic achievement. Similarly, self-esteem supports academic success by increasing students' confidence and willingness to take responsibility for their learning. Students who possess positive self-esteem are generally more motivated to participate in classroom activities and remain engaged despite academic difficulties. Therefore, both self-esteem and self-efficacy contribute positively to learning behaviors and educational growth. Motivation also plays a significant role in connecting psychological factors with academic performance. Students with high self-efficacy are more likely to experience intrinsic motivation, meaning they participate in academic activities because of personal interest and satisfaction. Intrinsic motivation encourages deeper learning, active participation, and improved educational outcomes (Schunk & DiBenedetto, 2020). Likewise, self-esteem may strengthen students' willingness to continue working toward academic goals despite challenges. Students who feel confident about themselves are generally less likely to give up easily and more likely to

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remain engaged in learning activities. Consequently, motivation and engagement serve as important mechanisms through which self-efficacy and self-esteem influence academic achievement. The relationship between psychological factors and academic performance may also be influenced by cultural and social contexts. In collectivist societies such as Pakistan, family expectations, peer influence, and social values strongly shape students' academic experiences and self-perceptions. These influences may affect students' confidence, motivation, and educational behaviors in different ways. For example, family encouragement and emotional support may strengthen students' self-efficacy beliefs and improve academic confidence. Conversely, excessive academic pressure and unrealistic expectations may negatively affect students' self-esteem and emotional well-being. Therefore, it is important to examine these psychological variables within specific cultural and educational contexts instead of assuming that findings are universally applicable.

Previous literature suggests that academic performance is influenced by multiple psychological and contextual factors. Self-efficacy supports productive learning behaviors such as persistence, effort, and effective study strategies, whereas self-esteem contributes to emotional stability, confidence, and academic engagement. Together, these factors play an important role in students' educational success. Although many studies have investigated self-efficacy, self-esteem, and academic performance, most research has been conducted in Western educational settings. Limited research has specifically examined university students in developing countries such as Pakistan, where educational systems, cultural expectations, and social environments may shape students' academic experiences differently. In addition, previous studies have mainly focused on statistical relationships among variables while giving comparatively less attention to explaining how these psychological factors influence students' everyday academic experiences. Despite the growing literature on self-efficacy, self-esteem, and academic performance, there remains a need to better understand how these variables interact among university students within the Pakistani cultural context. Many earlier studies focused primarily on direct relationships between variables, whereas limited attention has been given to the combined influence of self-efficacy and self-esteem on students' motivation, engagement, academic behaviors, and emotional adjustment. Therefore, further research is required to explore the role of self-efficacy and self-esteem on academic performance among university students.

Hypotheses

H1 -There would be a significant relationship between self-efficacy, self-esteem, and academic performance among university students.

H2 -Self-efficacy and self-esteem would significantly predict academic performance among university students

Methodology

Research Design

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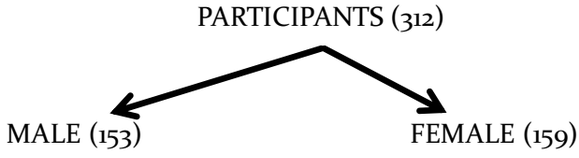
The present study used a quantitative cross-sectional research design to examine the role of self-efficacy and self-esteem in academic performance among university students.

Sampling Technique

A convenience sampling technique was used in this study. Participants were chosen because they were easily available and willing to take part. This method was used due to limited time and resources. The study included university students who participated voluntarily after giving informed consent.

Participants

The sample of the present study consisted of 312 university students. Both male and female students were included to ensure diversity in the sample. Among the participants, 159 were females and 153 were males, showing a nearly equal gender distribution. In terms of academic level, the majority of participants were undergraduate students, while a small proportion belonged to MS/MPhil and PhD programs. This indicates that most of the data was collected from undergraduate-level students, representing the primary student population of universities. All participants took part voluntarily and provided informed consent before participating in the study.



Research Site

The study was conducted in different universities where students from undergraduate, MS/MPhil, and PhD programs participated in the research.

Measures

It should be noted that formal written permission from the original sources/authorities was obtained for all measures used in the current study.

A) Consent Form

A consent form was provided to all participants before data collection. The form explained the purpose of the study, voluntary participation, confidentiality, and the right to withdraw at any time. All ethical guidelines of the American Psychological Association and the Ethical Review Committee of the Department of Psychology, Federal Urdu University of arts science and technology (FUUAST) were strictly followed.

B) Demographic Form

A demographic information form was used to collect basic background details of the participants. The form included items such as gender, age, academic program, marital status, family system, employment status, locality, religion, and ethnicity. These variables were included to obtain a clear understanding of the participants' personal and academic background and to describe the overall characteristics of the sample in a systematic way. The purpose of collecting

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demographic information was to ensure a comprehensive profile of the respondents and to examine whether different background factors might be relevant to the study variables. This information helped in better interpreting the results and understanding the context of the participants.

C) General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995)

Self-efficacy was measured using the General Self-Efficacy Scale developed by Schwarzer and Jerusalem (1995). It is a 10-item standardized self-report measure that assesses individuals' general belief in their ability to handle difficult tasks, challenges, and stressful situations. In this study, it was used to assess students' perceived confidence in managing academic responsibilities and university-related pressures. Each item is rated on a Likert-type scale based on participants' agreement with the statements. The scale measures a single construct of general self-efficacy. Total scores were calculated by summing all items after coding, where higher scores indicate greater perceived self-efficacy. The scale is widely used due to its simplicity and strong psychometric properties. Previous research has reported good internal consistency, with Cronbach's alpha values ranging from approximately .76 to .90. Rosenberg Self-Esteem Scale (Rosenberg, 1965).

Self-esteem was measured using the Rosenberg Self-Esteem Scale developed by Rosenberg (1965). It is a 10-item standardized measure that assesses overall self-worth and self-acceptance, including both positive and negative self-evaluations. In this study, it was used to assess students' general self-esteem in academic and personal contexts. Participants responded on a Likert-type scale, and the scale includes both positively and negatively worded items. The reverse-scored items were 2, 5, 6, 8, and 9, which were recoded before calculating the total score. Higher scores indicate higher self-esteem. The scale is widely validated and commonly used in research, with previous studies reporting good reliability, typically with Cronbach's alpha values between .80 and .90.

D) Academic performance

Academic performance was measured through students' self-reported Grade Point Average (GPA) or percentage marks obtained in their most recent academic assessment. This measure was used as an indicator of students' academic achievement.

Inclusion Criteria

- Students who were currently enrolled in recognized universities were included in the study to ensure that the sample represented the target population of university students.
- Students aged 18 years and above were considered eligible for participation, as they were legally and ethically able to provide informed consent.
- Both male and female students were included in the study to ensure gender representation and reduce sampling bias.
- Only those students who voluntarily agreed to participate in the study and provided informed consent through the Google Form were included.
- Participants who were able to understand and complete the online questionnaire in English were also included in the study to ensure accurate responses.

Exclusion Criteria

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- Students who were below 18 years of age were excluded from the study due to ethical considerations.
- Students who were not currently enrolled in any university program were excluded, as they did not fall within the target population.
- Responses that were incomplete, inconsistent, or improperly filled were excluded from the final dataset to maintain data quality and accuracy.
- Students who did not provide informed consent or declined participation at the beginning of the Google Form were excluded from the study.
- Participants who submitted duplicate responses were also excluded to ensure the validity and reliability of the data.

Ethical Consideration

In current study all ethical consideration provided by APA and ethical review committee (by department of psychology, FUUAST) were strictly followed.

Procedure

After obtaining ethical approval, the data collection process was initiated. Data were collected through a Google Forms questionnaire. Participants from different universities were approached using convenience sampling and were invited to participate in the study online. Those who agreed to participate were provided with a brief introduction about the purpose of the study and were assured about the confidentiality and voluntary nature of their participation. An informed consent form was included at the beginning of the Google Form, and only those participants who agreed were able to proceed further. After giving consent, participants completed an online questionnaire that included the demographic form, General Self-Efficacy Scale, and Rosenberg Self-Esteem Scale. They were instructed to read each item carefully and respond honestly based on their personal experiences.

Statistical Analysis

Data were analyzed using statistical software (SPSS , latest version). First, responses from all completed questionnaires were coded and entered into the software. Negatively worded items in both scales were reverse scored before computing the total scores. For the General Self-Efficacy Scale and Rosenberg Self-Esteem Scale, total scores were obtained by summing all item responses, where higher scores indicated higher levels of self-efficacy and self-esteem respectively. Descriptive statistics, including mean and standard deviation, were calculated to summarize the data. Inferential statistics were applied to examine the relationships between variables. Specifically, correlation analysis was used to assess the relationship between self-efficacy, self-esteem, and academic performance. In addition, regression analysis was applied to examine the predictive role of self-efficacy and self-esteem on academic performance.

Operational Definitions

Self-efficacy

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Self-efficacy is defined as an individual's belief in their capability to organize and execute the actions required to manage prospective situations effectively (Bandura, 1997).

Self esteem

Self-esteem is defined as a favorable or unfavorable attitude toward the self and an individual's overall evaluation of their own worth and value (Rosenberg, 1965).

Academic performance

Academic performance is defined as the extent to which students achieve educational goals and demonstrate academic success through learning outcomes and academic achievement (York et al., 2015)

RESULT

The chapter involves the detail statistical analysis of research data. Statistical Package for Social Sciences (SPSS) used to analyze the data. Significant level of 0.05 was used for the analysis.

Table 1

Demographic Characteristics of Participants (N = 312)

Variable	Category	n	%
Gender	Female	159	51.0
	Male	153	49.0
Academic Program	BS (Undergraduate)	289	92.6
	MS/MPhil	22	7.1
	PhD	1	0.3
Marital Status	Single	297	95.2
	Married	13	4.2
	Other	2	0.6
Family System	Joint	158	50.6
	Nuclear	154	49.4
Employment Status	Not Employed	196	62.8
	Part Time	53	17.0
	Employed	52	16.7
	Full-Time Employed	11	3.5
Variable	**Category**	**n**	**%**
Locality	Urban	242	77.6

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	Rural	70	22.4
Religion	Islam	308	98.7
	Hinduism	3	1.0
	Christianity	1	0.3
Ethnicity	Urdu Speaking	155	49.7
	Balochi	8	2.6
	Punjabi	45	14.4
	Pushto	38	12.2
	Sindhi	18	5.8
	Other	48	15.4

Note. *N* = total number of participants; *n* = frequency; % = percentage.

Table 2

Descriptive Statistics for Study Variables

Variable	N	M	SD	Range
Academic Performance	312	3.24	0.43	2.00 – 4.00
TOTAL_S_EF	312	25.20	3.06	16.00 – 34.00
TOTAL_S_ES	312	20.86	6.28	11.00 – 41.00

Note. *N* = sample size; *M* = mean; *SD* = standard deviation.

Table 3

Bivariate Correlations Between Study Variables

Variables	1	2	3
1. TOTAL_S_EF	—		
2. TOTAL_S_ES	.054	—	
3. Academic Performance	-.018	.056	—

Note. *N* = 312. Pearson product-moment correlation coefficients are reported. None of the correlations were statistically significant ($p > .05$).

Table 4

Regression Analysis Predicting Academic Performance from TOTAL_S_EF and TOTAL_S_ES

Predictor	*B*	*SE*	β	*t*	*p*

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Constant	3.24	0.21		15.21	<.001
TOTAL_S_EF	-0.003	0.008	-0.02	-0.36	.718
TOTAL_S_ES	0.004	0.004	0.06	1.00	.317

Note. N = 312. B = unstandardized coefficient; SE = standard error; β = standardized coefficient. R = .06, R^2 = .004, Adjusted R^2 = -.003. $F(2, 309) = 0.55$, p = .578. Dependent variable: Academic Performance.

DISCUSSION

The demographic analysis was conducted to describe the characteristics of the participants included in the study. A total of 312 university students participated in the research. The sample consisted of 159 females (51.0%) and 153 males (49.0%), indicating a nearly equal representation of both genders. This balanced distribution enhances the representativeness of the sample and reduces gender-related bias in the findings. The inclusion of both male and female students allows the findings to be generalized more effectively to the university student population. In terms of academic level, the majority of participants were enrolled in BS undergraduate programs (92.6%), while only 7.1% were enrolled in MS/MPhil programs and 0.3% were PhD students. This suggests that the sample mainly represents undergraduate students, who typically experience greater academic pressure due to coursework, examinations, assignments, and career-related concerns. Since undergraduate students constituted the majority of the sample, the findings are particularly relevant for understanding psychological factors related to academic performance within this educational group. Regarding marital status, most participants were single (95.2%), whereas only a small proportion were married (4.2%) or belonged to other categories (0.6%). This finding is expected because university students are generally unmarried during their academic years. The family system distribution showed that 50.6% of participants belonged to joint families and 49.4% belonged to nuclear families, indicating almost equal representation from both family structures. This diversity strengthens the study because students from different family systems may experience varying levels of emotional support, family expectations, and academic pressure. The results further showed that 62.8% of participants were not employed, whereas 17.0% were working part-time, 16.7% were employed, and 3.5% were full-time employed. This finding indicates that the majority of students were primarily focused on their academic activities rather than employment responsibilities. Most participants belonged to urban areas (77.6%), while only 22.4% came from rural areas. The dominance of urban participants may reflect easier access to higher education institutions in urban settings. In addition, the sample was predominantly Muslim (98.7%), reflecting the religious composition of Pakistan. Ethnicity data indicated that Urdu-speaking students constituted the largest group (49.7%), followed by participants from Punjabi, Pushto, Sindhi, Balochi, and other ethnic backgrounds. Overall, the demographic findings suggest

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that the sample was diverse in terms of gender, ethnicity, family structure, and employment status, providing a broad representation of university students. Descriptive statistics were computed to understand the general level of self-efficacy, self-esteem, and academic performance among university students. The mean score for academic performance was 3.24 (*SD* = 0.43), indicating that participants generally demonstrated satisfactory academic achievement. Since the mean score is closer to the higher end of the academic performance scale, it suggests that students were performing reasonably well in their academic activities. The mean score for self-efficacy was 25.20 (*SD* = 3.06), which indicates that participants generally possessed moderate to high levels of confidence in their ability to manage academic responsibilities and overcome challenges. Students with higher self-efficacy usually believe that they can successfully complete difficult tasks and persist despite obstacles. The relatively moderate standard deviation suggests that self-efficacy scores were fairly consistent across participants, indicating similar confidence levels among students. Similarly, the mean score for self-esteem was 20.86 (*SD* = 6.28), indicating a moderate level of self-worth and positive self-evaluation among participants. The larger standard deviation for self-esteem suggests greater variability among students, meaning that while some students reported high self-esteem, others experienced lower levels of self-worth. Compared to self-efficacy and academic performance, self-esteem showed the greatest variation within the sample. Overall, the descriptive statistics indicate that students generally reported moderate to high levels of academic performance, self-efficacy, and self-esteem The first hypothesis of the study was that "There would be a significant relationship between self-efficacy, self-esteem, and academic performance among university students "To test the first hypothesis, Pearson Product-Moment Correlation analysis was conducted. The results revealed a very weak negative relationship between self-efficacy and academic performance (r = -.018, p = .758). The findings indicate that students' confidence in their abilities was not significantly associated with their academic achievement. Although the relationship was negative, the correlation coefficient was extremely small, suggesting virtually no meaningful relationship between the two variables. Similarly, self-esteem showed a weak positive relationship with academic performance (r = .056, p = .325). However, this relationship was also statistically non-significant because the p-value exceeded the acceptable significance level of .05. This suggests that students who reported higher levels of self-esteem did not necessarily achieve better academic performance than those with lower self-esteem. Furthermore, the relationship between self-efficacy and self-esteem was also weak and non-significant (r = .054, p = .345). This indicates that participants' levels of self-confidence and self-worth were not strongly related in the present study. Since all p-values were greater than .05, the first hypothesis was not supported. Therefore, it can be concluded that there was no significant relationship between self-efficacy, self-esteem, and academic performance among university students. These findings differ from several previous studies. Zimmerman (2000) reported that students with higher self-efficacy generally demonstrate

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greater academic motivation, persistence, and achievement. Similarly, Honicke and Broadbent (2016) concluded that self-efficacy is positively associated with academic success. Research conducted by Lane, Lane, and Kyprianou (2004) also suggested that self-esteem and self-efficacy contribute positively to academic performance. However, the findings of the current study did not support these previous conclusions. One possible explanation for these findings is that academic performance may depend on numerous factors beyond psychological beliefs. Factors such as intelligence, study habits, academic workload, learning strategies, socioeconomic status, parental support, and educational environment may play a stronger role in influencing academic outcomes. Therefore, students' academic achievement may not necessarily be determined by self-efficacy and self-esteem alone. The second hypothesis of the study was that "Self-efficacy and self-esteem would significantly predict academic performance among university students"

Multiple regression analysis was conducted to examine whether self-efficacy and self-esteem significantly predicted academic performance among university students. The results showed that the overall regression model was not statistically significant, $F(2, 309) = 0.549$, $p = .578$. This indicates that self-efficacy and self-esteem together did not significantly explain variations in academic performance. The coefficient of determination ($R^2 = .004$) revealed that only 0.4% of the variance in academic performance was explained by self-efficacy and self-esteem. This percentage is extremely small and suggests that the predictive power of these variables was minimal. In practical terms, the findings indicate that academic performance was largely influenced by factors other than self-efficacy and self-esteem. Examination of the individual predictors revealed that self-efficacy was not a significant predictor of academic performance ($\beta = -.021$, $p = .718$). Similarly, self-esteem also failed to significantly predict academic performance ($\beta = .057$, $p = .317$). Since both predictors had p-values greater than .05, neither variable made a statistically significant contribution to predicting students' academic achievement. Therefore, the second hypothesis was rejected.

The findings are inconsistent with previous research that identified self-efficacy as a significant predictor of academic achievement. According to Bandura's (1997) Social Cognitive Theory, individuals who believe in their abilities are more likely to set challenging goals, remain persistent, and achieve success. Zimmerman (2000) also emphasized that self-efficacy is one of the strongest psychological predictors of academic success. Similarly, Lane et al. (2004) found that self-esteem contributes positively to educational achievement by increasing confidence and motivation. Despite these theoretical and empirical expectations, the current findings suggest that self-efficacy and self-esteem were not important predictors of academic performance in the present sample. A possible explanation may be that university students face numerous academic and environmental pressures that influence performance more strongly than personal beliefs about competence or self-worth. Factors such as examination difficulty, time management skills, academic resources, teaching quality, family expectations, and stress levels may have

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a greater impact on students' grades. Overall, the findings suggest that although self-efficacy and self-esteem are important psychological constructs, they did not significantly predict academic performance among university students in the present study. Future research should investigate additional psychological, social, and educational variables that may better explain academic achievement among university students.

Conclusion

The present study was conducted to examine the role of self-efficacy and self-esteem on academic performance among university students and to determine whether these psychological factors significantly predict academic outcomes. Self-efficacy and self-esteem have long been recognized as important psychological constructs that influence an individual's confidence, motivation, persistence, and overall functioning. Therefore, the current study sought to investigate whether these variables were associated with academic achievement among university students and whether they could serve as meaningful predictors of academic performance. The findings of the study revealed that self-efficacy and self-esteem were not significantly associated with academic performance. The results of the correlation analysis indicated that there was no statistically significant relationship between self-efficacy and academic performance, nor between self-esteem and academic performance. In addition, the relationship between self-efficacy and self-esteem was also found to be weak and non-significant. These findings suggest that students' beliefs about their capabilities and their overall sense of self-worth were not directly related to their academic achievement within the present sample.

Limitations

Despite contributing valuable insights into the relationship between self-efficacy, self-esteem, and academic performance, the study employed a cross-sectional research design, which limited the ability to establish causal relationships among the variables. Because data were collected at a single point in time, it was not possible to determine whether changes in self-efficacy or self-esteem lead to changes in academic performance or whether academic experiences influence students' levels of self-efficacy and self-esteem. Longitudinal studies would provide a more comprehensive understanding of how these variables interact and develop over time. Second, the study relied entirely on self-report measures to assess self-efficacy and self-esteem.

Implications

The findings of the present study have several important implications for research, educational practice, and student support services. Although self-efficacy and self-esteem did not significantly predict academic performance in the current sample, the study contributes to the existing literature by highlighting the complexity of academic achievement and the need to consider multiple determinants of student success. From a

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theoretical perspective, the findings suggest that the relationship between psychological variables and academic performance may be more complex than previously assumed.

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