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IMPACT OF PERSISTENCE ON SELF-ESTEEM AT THE STUDENT AGE

This article examines the relationship of self-esteem with perseverance, optimism, activity and responsibility. The authors analyzed the scientific literature in order to further explore self-esteem for its improvement. The relevance of this study is determined by the fact that self-esteem forms an idea of oneself, is an important regulator of behavior and affects all spheres of personal life. It determines the quality of life, efficiency and self-realization of the individual. The purpose of this study is to examine the features of self-esteem, the relationship with persistence and determine its socio-psychological factors.

The study involved 200 students aged 18 to 23 years from six universities in Kazakhstan. Five diagnostic techniques were used: Rosenberg Self-Esteem Scale; Optimism and Activity Scale, AOS; Carver-White questionnaire, BIS/BAS; Locus of Control Survey (Rotter); Hexaco PI-R60 questionnaire. The results of the conducted research showed the relationship of self-esteem with such indicators as optimism and activity, sociability and responsibility. The influence on self-esteem of factors such as sports, self-belief, parental support, satisfaction with appearance and studies, academic performance, suicidal thoughts and loneliness. According to the empirical analysis, the tendency of respondents to overestimate their self-esteem was found. The paper discussed the characteristics of students their values and other indicators. The study showed that 23.5% of students feel lonely, almost the same number of students think about suicide. Thus, this study provides new knowledge about self-esteem and its relationship with other psychological factors. It contributed to the understanding of the role of self-esteem in the formation of self-image and personality behavior, and is also of practical value for the development of psychological programs and techniques for working with students' self-esteem.

Key words: self-esteem, self-confidence, optimism, activity, persistence.

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Студенттік жаста өзін-өзі бағалауға табандылықтың әсері

Мақалада өзін-өзі бағалаудың табандылық, оптимизм, белсенділік және жауапкершілікпен байланысы қарастырылады. Авторлар өзін-өзі бағалауды жақсарту үшін оны тереңірек зерттеу үшін ғылыми әдебиеттерге талдау жасады. Бұл зерттеудің өзектілігі өзін-өзі бағалау, өзін-өзі бейнелеуді қалыптастыратындығымен, мінез-құлықтың маңызды реттеушісі болып табылатындығымен және жеке өмірдің барлық салаларына әсер ететіндігімен анықталады. Өмір сапасы, тиімділік және жеке тұлғаның өзін-өзі жүзеге асыруы оған байланысты. Бұл зерттеудің мақсаты, өзін-өзі бағалаудың ерекшеліктерін, табандылықпен байланысын зерттеу және оның әлеуметтік-психологиялық факторларын анықтау.

Зерттеуге Қазақстанның алты университетінен 18 – 23 жас аралығындағы 200 студент қатысты. Бес диагностикалық әдіс қолданылды: М. Розенбергтің өзін-өзі бағалау шкаласы (Rosenberg's Self-Esteem Scale); Оптимизм және белсенділік шкаласы, AOS; Карвер-Уайт сауалнамасы, BIS/BAS; Бақылау локусын зерттеу (Роттер); Нехасо Рі-R60 сауалнамасы. Зерттеу нәтижелері, өзін-өзі бағалаудың оптимизм, белсенділік, байланысқа бейімділік және жауапкершілік сияқты көрсеткіштермен байланысын көрсетті. Спорт, өзіне сену, ата-ананың қолдауы, сыртқы келбеті мен оқуға қанағаттану, оқу үлгерімі, суицидтік ойлар және жалғыздық сияқты факторлардың өзін-өзі бағалауына әсері. Эмпирикалық талдауға сәйкес, респонденттердің өзін-өзі бағалауды

асыра бағалауға бейімділігі анықталды. Мақалада студенттердің ерекшеліктері, олардың құндылықтары және басқа көрсеткіштері қарастырылады. Зерттеу көрсеткендей, студенттердің 23,5 пайызы өздерін жалғыз сезінеді, дәл осыншама студент, өз-өзіне қол жұмсау туралы ойлайды.

Осылайша, бұл зерттеу өзін-өзі бағалау және оның басқа психологиялық факторлармен байланысы туралы жаңа білім алуға мүмкіндік береді. Ол өзін-өзі бағалаудың өзіндік имиджін және жеке мінез-құлқын қалыптастырудағы рөлін түсінуге ықпал етіп, сондай-ақ студенттердің өзін-өзі бағалауымен жұмыс істеудің психологиялық бағдарламалары мен әдістерін әзірлеу үшін практикалық құндылық болып табылады.

Түйін сөздер: өзін-өзі бағалау, өзіне сену, оптимизм, белсенділік, табандылық.

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Влияние настойчивости на самооценку в студенческом возрасте

В статье рассмотрена взаимосвязь самооценки с настойчивостью, оптимизмом, активностью и ответственностью. Авторами был проведен анализ научной литературы, для того, чтобы глубже изучить самооценку для ее улучшения. Актуальность данного исследования определяется тем, что самооценка формирует представление о себе, является важным регулятором поведения и влияет на все сферы жизни личности. От нее зависит качество жизни, эффективность и самореализация личности. Целью данного исследования является изучение особенностей самооценки, взаимосвязь с настойчивостью и определение ее социально-психологических факторов.

В исследовании приняли участие 200 студентов в возрасте от 18 до 23 лет из шести университетов Казахстана. Было использовано пять диагностических методик: Шкала самооценки Розенберга; Шкала оптимизма и активности, AOS; Опросник Карвера-Уайта, BIS/BAS; Исследование локуса контроля (Роттер); Опросник Нехасо PI-R60. Результаты проведенного исследования показали взаимосвязь самооценки с такими показателями как оптимизм и активность, коммуникабельность и ответственность. Влияние на самооценку таких факторов как спорт, вера в себя, поддержка родителей, довольство внешностью и учебой, академическая успеваемость, суицидальные мысли и одиночество. Согласно эмпирическому анализу, обнаружена склонность респондентов завышать свою самооценку. В статье рассмотрены особенности студентов их ценности и другие показатели. Исследование показало, что одинокими себя чувствуют 23,5% студентов, почти столько же студентов думают о суициде. Таким образом, данное исследование позволяет получить новые знания о самооценке и ее взаимосвязи с другими психологическими факторами. Оно внесло вклад в понимание роли самооценки в формировании представления о себе и поведении личности, а также представляет практическую ценность для разработки психологических программ и методик работы с самооценкой студентов.

Ключевые слова: самооценка, вера в себя, оптимизм, активность, настойчивость.

Introduction

Self-esteem and its interrelation with self-regulation is a relevant topic, as it affects all spheres of human life throughout life. It determines a person's place in society, the quality of his or her life, the disclosure of potential and his or her self-actualization. Self-confidence is based on the ability to interact successfully with people, to a greater extent than on the assessment of one's intellectual abilities. According to O.M. Anisimova, the higher a person's intelligence, the lower his or her self-esteem. Self-esteem regulates human behavior, income level and

determines the level of claims. It is based on a person's values. The higher the self-esteem, the more emotionally stable a person is, which helps him better understand himself, find common language with people and cope with stress. The study of self-esteem is necessary to create a holistic picture, which will help to understand and identify the problems of this age and on this basis to improve the prediction of behavior and the ability to increase the activity of students in all spheres of social life. It is a scientifically proven fact that characteristics such as self-confidence and emotional stability are linked. Setting higher standards for oneself and improving

self-regulation are associated with high self-esteem, so it is vital to study self-esteem (Baumeister, 2003: 15). About 50% of our personality and self-esteem is inherited and the rest is due to the environment (Bouchard, 1990: 224). Student age is an important period for the formation of behavior and worldview that will be maintained throughout life, and it is very important to lay a strong foundation for a person's effectiveness later in life. The purpose of this study is to examine the self-esteem of students, to test the relationship of self-esteem with optimism, activity, perseverance, loneliness, suicidal thoughts, and responsibility, and to determine the socio-psychological factors of self-esteem that are necessary to keep the balance that is needed for life tone. The study of self-esteem is devoted to the works of R. Baumeister, J. Crocker, R. Burns, G. Schiraldi, R. Kelsey, A. Ellis, T. Chamorro-Premuzic, A.A. Rean, O.M. Anisimova, O.N. Molchanova, and others. Of particular interest is the scientific evidence of the connection of self-esteem with responsibility and perseverance, since the feeling of complete freedom, opening new horizons and achieving personal success depend on them. In addition, the task of the study is to identify student-age problems for their further solution.

Materials and research methods

The study involved 200 undergraduate and graduate students. The average age of respondents is from 18 to 23 years old. Research base: Al-Farabi Kazakh National University, S.D. Asfendiyarov Kazakh National Medical University, S. Demirel University, Almaty, I. Zhansugurov Zhetysu University, Taldyk-

organ, Nazarbayev University, L.N. Gumilyov Eurasian National University, Astana. Gender composition of the study: 124 women and 76 men.

Psychodiagnostics was conducted using five techniques: Rosenberg Self-Esteem Scale $\alpha = 0.65$; Optimism and Activity Scale $\alpha = 0.52$, AOS; Carver-White questionnaire, BIS/BAS $\alpha = 0.79$; Locus of Control Survey (Rotter) $\alpha = -0.36$; Hexaco PI-R60 questionnaire $\alpha = 0.94$.






Respondents were sent a google form. When analyzing numerical values that fall into several categories of any categorical variable, Shapiro's criterion was first used to test normality, Bartlett's criterion for equality of variance. To test the significance of differences between groups, ANOVA was used in case of normal distribution, and Kruskal-Wallis criterion for distributions other than normal. To find the relationship between two numerical variables, Pearson's correlation coefficient was used in case of normal distribution, and Spearman's correlation coefficient in case of other than normal distribution. Statistical data were processed using R-Studio.

Results and discussion

The purpose of this experimental study is to identify the weaknesses of college-age students within self-esteem and determine the relationship with indicators such as responsibility, perseverance, and self-belief, as well as to determine the socio-psychological factors of self-esteem in order to maintain self-esteem.

The following results were obtained during the empirical study:

Table 1 – Relations of students with parents

 Students feeling supported by parents	86,6%
 students who feel that they are being held to high standards	5,9%
 students who don't share with their parents	5,4%
 students who feel that their opinions are not considered	1,7%
 students who are misunderstood	0,4%

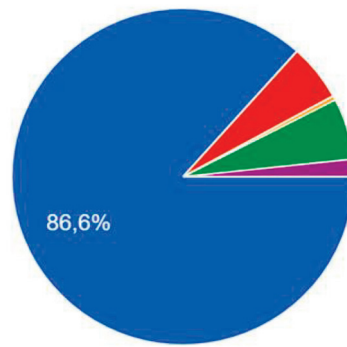


Figure 1 – What are your family relationships like?

The main percentage of students receive family support.

The results of statistical analysis showed that there are differences when comparing Rosenberg's self-esteem test and family relationships ($p = 0.020$). Family plays a crucial role in the formation of self-esteem. A sense of belonging to the family and security, full acceptance, parental support and constructive dialog support healthy self-esteem of the individual. The founda-

tion laid in childhood influences a person's effectiveness in the future. Parents' attitude toward the child, the pattern of behavior in the family, constant comparison with others, and negative beliefs will affect the person in the future. The way a child was treated in childhood, this is how he or she will build relationships in the future and replay childhood scenarios. A person who received insufficient love in childhood tries to please everyone and feels vulnerable.

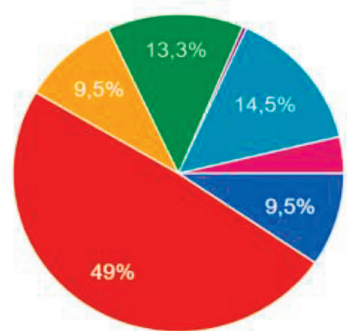


Figure 2 – What is of most value to you?

According to the results obtained, the differences between students' self-esteem and values are statistically reliable ($p = 0.001$).

- The 1st place among students' values is occupied by family (49% out of 100%),
- in the 2nd place – health (14.5%),
- in the 3rd place – freedom (13.3%),
- in the 4th place – study, career, and money (9.5%),

● in 5th place – love (3.7%),

● in 6th place – friends (0.4%).

According to Rubinstein, the peculiarity of self-esteem is that it is based on a person's values, on which the choice and construction of self-regulation and self-control mechanisms depend. This distribution of values is most likely a consequence of the coronavirus pandemic.

During the study the following bad habits of students were identified:

Smoking – 11,2%

Alcohol – 5,3%

gambling addiction – 9%

overeating – 18,1%

internet addiction – 80,9%

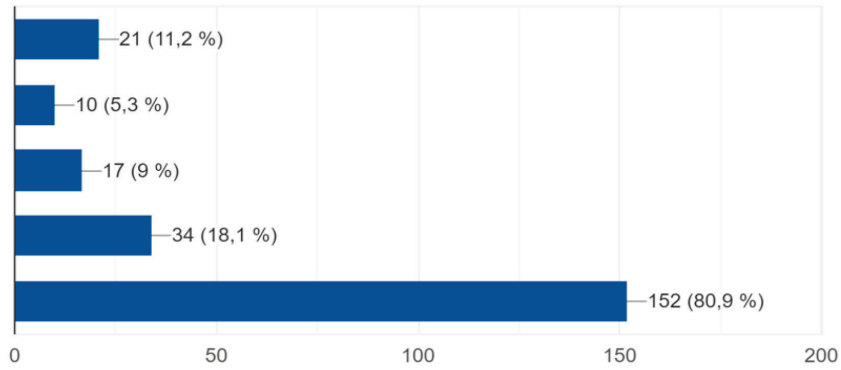


Figure 3 – Bad habits of students

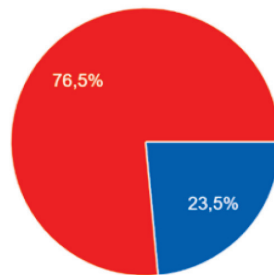


Figure 4 – Do you feel alone?

● Yes, it is – 76,5%

● No, it isn't – 23,5%

● Sometimes, but I wouldn't do it

● Yes, I'd do it

● No, it isn't

Loneliness is experienced by 23.5% of students, most likely a consequence of covid as well.

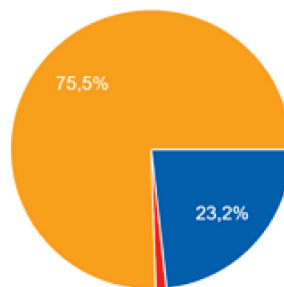


Figure 5 – Do you have suicidal thoughts?

In addition, differences were found when comparing suicidal thoughts with self-esteem $F=22.73$, $p < 0.005$. Suicidal thoughts are more frequent in people with low self-esteem and this figure shows a not quite good rate among students. As much as 23.2% of students sometimes think of suicide and 1.3% of respondents would commit suicide.

Self-assessment of working students and those who study, and work showed no correlation. Also, no correlation was found between the self-esteem of students from incomplete, complete, and large families.

Differences between groups are statistically unreliable ($p = 0.345$). Self-esteem of students from the city and village does not differ. Differences between groups are statistically unreliable ($p = 0.291$).

Out of 200 respondents, 23 students have high self-esteem out of them 14 males and 9 females, 28 students have low self-esteem, and 149 respondents have medium level of self-esteem.

High self-esteem low self-esteem average self-esteem

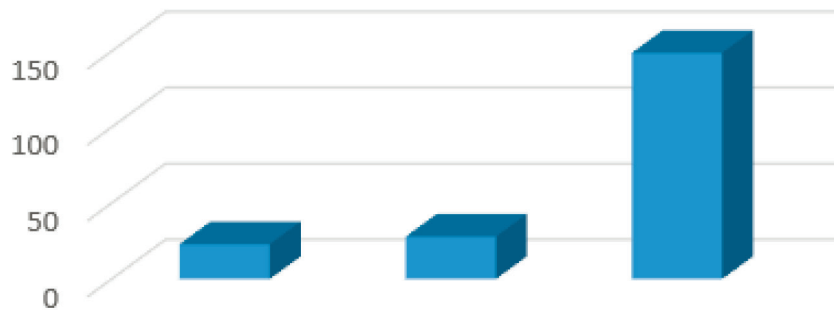


Figure 6 – Self-esteem level of students

No gender difference in self-esteem was found $p=0.15$.

According to the study of R. Baumeister, high self-esteem is a predictor of happiness, due to self-esteem, a person experiences more positive emotions and feels happier, which a person with low self-esteem is deprived of. It all starts with self-love. This is a valuable resource, as a person looks to the future with optimism, is open to new experiences, does not doubt himself, actively acts and takes risks.

We compared Rosenberg's test results with the student's own self-perception regarding his or her

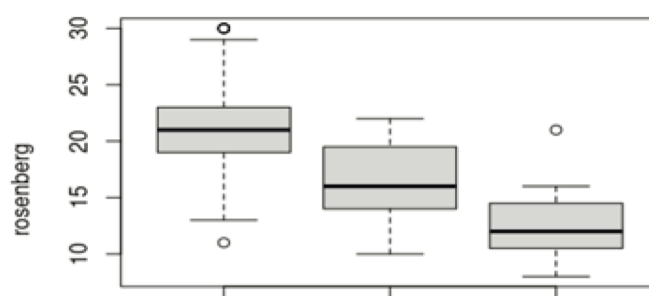
self-esteem and found a weak positive correlation $r = 2.76617747012989e-13$.

Tali Sharot called it "optimism bias", the distortion of reality in one's favor due to the desire to see oneself at its best (Sharot, 2011: 45). Because of a strong need to see themselves in a positive light, most people distort reality in their favor (Premuzic, 2022: 30).

The study found differences when comparing self-esteem with self-belief: $F = 37.07$, $p = 2.21609679452349e-14$.

Table 2 – Determining students' self-belief

Students who believe in themselves	82,5%
students don't know if they believe in themselves or not	14,2%
don't believe in themselves	3,3%



Yes, it is I don't know No, it isn't

Figure 7 – Indicator of students' self-belief

Self-belief is the recognition of one's self worth. It is the presence of inner support in oneself and full responsibility for the result of one's actions. Belief in oneself means connecting with one's intuition and overcoming doubts and indecision. Only a person who believes in himself can achieve success. Disbelief in oneself implies a voluntary rejection of the opportunities and benefits that appear to a person. It leads to the feeling that a person can achieve little. Belief in oneself is the recognition of one's self worth. It is an inner reliance on oneself and full responsibility for the result of one's actions. Belief in oneself implies connection with one's intuition and

overcoming doubts and indecision. H. Aliyev said: "There should be no doubt between you and the goal, otherwise you will stumble". According to A. Bandura, it is not enough just to have skills, you need to believe in yourself. The link between personal effectiveness and the actual level of professional skill is realized through belief in oneself. A person who believes in themselves will be much more effective and will put 100% into the task to achieve the result, while another will choose to avoid responsibility or complete the task at half strength (Kelsey, 2022: 95). Confidence is about recognizing one's capabilities and believing in oneself.

Table 3 – Attitude of students to the future

students who do not fear the future	36,9%	
students who are sometimes scared about the future	41,1%	63,1%
students who are usually afraid of their future	11,4%	
students who are constantly afraid of their future	10,6%	

According to the results of the study, it turns out that as much as 63.1% of students live in fear and worry about their future. Differences were found when comparing self-esteem with fearfulness ($p = 0.001$).

The results of the study showed that students who are involved in sports have significantly different self-esteem: $F = 8.90$, $p = 0.0002$.

31.1% of students engaged in sports, 44.4% engaged in sports occasionally and 24.5% of students did not engage in sports. Regular exercise and body transformation increases energy level, relieves negative emotions, and increases self-esteem of a person. Treating our body is consonant with the way

we treat ourselves. Treating the body poorly makes people see it as disgusting and devalues them. By treating the body with the respect, it deserves, a person begins to realize his or her value. A person who treats himself with respect, takes care of his appearance and exercises regularly, thanks to which depression goes away and anxiety levels decrease. Sports makes a person more cheerful, resilient and strengthens the immune system. Also, negative emotions such as anxiety, anger, aggression go away through active, physical exercise.

Satisfaction with one's appearance varies in comparison to self-esteem $F = 42.14$, $p = 5.80771655297797e-16$.

Table 4 – Attitude of students to their appearance

Students satisfied with their appearance	79,3%
don't know if they are happy with their appearance or not	12,9%
unhappy with their appearance	7,9%

The relationship between self-esteem and optimism is statistically significant ($r = 0.451$). An insecure person is full of resistance, indecisive, inactive and full of anger. Pessimism is formed due to negative experiences in the past and acts as a powerful brake. Self-confident people hope for the best and it is optimism that helps them to act and take risks (Kelsey, 2022: 81).

The correlation of self-esteem with activity was found to be statistically confirmed too ($r = 0.409$). Low self-esteem blocks a person's activity and on the contrary a person with high self-esteem is active and acts lightning fast without wasting time on thinking and doubts.

When comparing extraversion with self-esteem, a correlation was found ($r = 0.610$). Extraverts have higher levels of self-esteem compared to introverts (Cheng, 2003). In the empirical study, differences were found when comparing Rosenberg's test with sociability: $F=11.61$, $p = 0.0007$.

A correlation was found when comparing the Rosenberg Self-Esteem test with perseverance according to the Carver-White methodology $r = 0.34$, $p = 3.198e-07$. It is characteristic of persistent people to be enterprising, determined, and active in achieving the goal. Such people think through every step they take and focus on their goal despite obstacles. By their active actions a person creates favorable conditions of life.

The study found a negative correlation between self-esteem and avoidance of unpleasant situations ($r = -0.344$). The higher a person's self-esteem, the less he avoids unpleasant situations and takes more responsibility. Responding quickly to a problem, taking responsibility, making efforts to achieve the goal and the result of labor, raises self-esteem and helps to expand the boundaries of possibilities.

Differences were found when comparing self-esteem with students' willingness to learn $p = 0.0009$.

Table 5 – Attitude of students to study

Students who enjoy studying at university	75,9%
don't know if they like learning or not	15,8%
students who don't like their university studies	8,3%

If a student likes studying and has no internal conflict between what he/she wants and parents' desire for their child to study where they want and the most important thing is that it does not contradict the values of the person himself/herself, then most likely he/she will be realized as a specialist, will enjoy studying at the university, later on from his/her work and will be much happier and more successful than his/her classmates and most likely will bring more benefit to the society. Edward M. Hallowell believes that lack of success is due to the fact that the person is out of place and doing the wrong thing. (Kelsey, 2022: 135). Achieving success requires effort, and doing work is much easier if one is doing something that is enjoyable. Hard work will then be seen as a hobby. It is crucial to have a plan of action and visualize the end result of one's efforts.

Differences were found when comparing academic performance with self-esteem ($p = 0.0002$). The higher the academic performance at university, the higher the self-esteem. According to J. Crocker, conditional self-esteem, which depends on academic performance at university, will constantly fluctuate depending on the results of studies and therefore suggests finding a more stable support, as it negatively affects students' self-regulation and is emotionally draining (Crocker, 2002). Undoubtedly, it is good to motivate a person for a high result, but in this case self-regulation will prioritize the maintenance and protection of self-esteem. In case of failure in any one area of life, it is common for a person to generalize all areas of life and negatively evaluate himself as a whole, considering himself a failure. Although to maintain a healthy self-esteem, it

is important to evaluate not oneself, but one's skills, abilities and experience in a given area. Analyzing this and taking into account the fact that the action that has been repeated many times is good, and the first time not everything is smooth and as it should be, and that for a good result it is necessary to make maximum efforts, a person will be softer towards himself, understanding that the next time it will be much better and with each time the skills will be honed. Condemning oneself a person considers not one's actions to be wrong, but oneself as a whole to be a mistake. This self-loathing is based on shame and comes from generalization.

Unconditional acceptance is when a person evaluates themselves as a worthy person under all circumstances and accepts themselves regardless of the circumstances. By recognizing ourselves as non-perfect and having the right to make mistakes, we become less imperfect (Ellis, 2022: 91). If we consider conditional self-esteem, a person with conditional self-esteem will strive to achieve success and self-actualization, control everything and pre-plan their life, engage in sports, proving their superiority to gain new knowledge. In order to earn respect, such people will make efforts to create a family and maintain relationships with other families. Such people work hard, realizing that they are in a competitive environment and do not waste time. People with conditional self-esteem prioritize personal experiences over social experiences, fixating on their accomplishments, such people do not engage in social activities, and this can lead to contempt towards the world. Such people choose sacrificial behavior and try to be good. If we consider the negative sides of conditional self-esteem, such behavior leads to increased stress, aggression, bad habits and self-abuse. Conditional self-esteem leads to pessimism, feelings of hopelessness, and constant dissatisfaction with oneself. People with conditional self-esteem can be self-centered and suffer from narcissism. This is why it is important to live in complete harmony with oneself from a state of love, not scarcity. Self-esteem inevitably leads to competition. Of course, conditional self-esteem has many pluses, but its most important disadvantage is that after achieving everything, one feels completely devastated by the constant struggle and emotionally drained, realizing that precious time was lost in the pursuit of success to simply enjoy the moment and be with loved ones.

Patricia Linville believes that people with a wide range of experiences in different fields and who have a variety of interests are more resilient

to stress than those with expertise in only one field. (Linville, 1987: 76).

According to Amy Chua success can be achieved in three ways – feeling superior to other people due to good genes, a constant desire to prove one's superiority due to insecurity and strict self-discipline.

Glenn Schiraldi believes that healthy self-esteem stems from three factors: human dignity, love, and personal growth. Growth requires consistency as it implies movement in the desired direction. The foundation of self-esteem will be unreliable if one begins with the third factor, ignoring the first two (Schiraldi, 2021: 40). If self-esteem itself is unstable, it is the self-value of the individual that must be relied upon to solve the problem, which implies connection with one's inner child and full contact with the body, as it never fails and prompts one's true needs and warns of danger. Self-value depending on self-esteem is stable and does not depend on external circumstances, constituting the core of self-esteem. The basis of self-value is the realization of one's uniqueness, full acceptance of oneself, having the right to make mistakes and not comparing oneself with others, doing everything with love and taking care of oneself.

Edward M. Hallowell believes that lack of success is due to being out of place and doing things that are not one's business. (Kelsey, 2022: 135). Achieving success takes effort, and getting the job done is much easier if you do something you enjoy, then hard work will be seen as a hobby. It is crucial to have a plan of action and visualize the result of your efforts. Just listen to your intuition, to your inner voice, to the cues of your body and move through life not through resistance, but according to the dictates of your heart. Each person is born with a gigantic potential. The life of each of us at birth is an unfilled space from which anything can be created. This is the uniqueness of human life, that out of nothing, a person creates his own world and can achieve anything, and it is the self-esteem that determines what a person can allow himself. And the basis of any achievement is the perseverance and responsibility with which one approaches one's life and commits to a better quality of life. Working on oneself requires accepting responsibility. Personal growth makes one a better version of oneself, reveals new facets, develops abilities, opens new possibilities, helps one believe in oneself and elevates humanity. It is one of the greatest pleasures in life. And all this begins only when a person, despite fear, takes responsibility for himself and persistently goes to his goal.

In this way, the human being has a natural giftedness, potential that can be developed, the human body is not only perfect, but also gives clues in case of a threat or a chance. Only a person who loves himself will also treat others. Circumstances of life and other external factors do not affect human dignity. Money, status, and achievements only increase a person's social or market value, but human dignity is immutable. A person's desire to know himself focuses his attention on his inner self, which causes him pain, but its healing expands the focus outward and opens the person to love for people and joy in life. All people are equal, and this category is not comparative or competitive. One may excel in sports, science, business, but as human beings we are all equal. Human dignity does not need to be earned or proved, it simply exists, and we only must recognize, accept this fact and be thankful that we are endowed with it. It is essential to share your talent with people in order to show your dignity. It is important to learn to separate human dignity from external factors and move through life at your own pace, listening to the promptings of the inner voice and intuition. The task of each person is to develop physically, mentally, emotionally, and spiritually. By developing abilities, a person thereby shows love for himself and uses them for the benefit of others. The consequence of human dignity is personal growth. On the way to personal growth, it is not the result but the process itself that is important, and progress increases self-esteem. As we develop, we rise to a new level of development, thereby showing our worth and becoming even more beautiful. Positive experience of communication with people close to us helps us to see our pros and cons. It is important to consciously strive for simplicity, not to speed up, but to slow down. It is better to simplify rather than complicate everything.

According to Gallup Institute studies, when people are very busy, they sacrifice the things that give them pleasure in the first place, thus worsening their emotional state even more, which affects their self-esteem. When time is short, it is important to prioritize, not always to do what needs to be done, but also to give yourself moments of joy and pleasure,

thereby preserving your mental balance and increasing your self-esteem (Saad, 2014).

Conclusion

Studying self-esteem at the student age will help to reduce suicide rates and increase satisfaction among students, to direct energy not to negative reflections and devaluation of oneself, but to unlocking potential, sports, and self-actualization. According to UN research, for the first half of 2023, Kazakhstan ranks 20th in suicide rate. In 2021, Kazakhstan ranked third in the world in the number of suicides. Although the situation has improved significantly, the survey results showed that 23.2% of Kazakhstani students sometimes think about suicide, and 1.3% of respondents would commit suicide. Despite support from parents, 23.5% of students feel lonely. In the course of the study the correlation of self-esteem with responsibility, perseverance, sociability, optimism, and activity was found. Self-esteem is influenced by socio-psychological factors such as sports, self-belief, parental support, satisfaction with appearance and studies, academic performance, suicidal thoughts, and loneliness. According to the empirical analysis, the tendency of respondents to overestimate their self-esteem was found.

The strongest correlation of self-esteem was found with the values of the students, which is why the emphasis should be placed on implementing the right values. It is important to implement a new strategy regarding the association of students in interest groups, to introduce sports into daily life and to pay more attention through various activities, educational work, organization of student interest centers and psychological assistance, introduction to reading and hiking in the mountains. Only a comprehensive approach from university teachers, parents, state control and joint efforts of students themselves can improve the quality of life, emotional state, and self-esteem of students. A sense of unity, belonging to a student group, mutual support from teachers, students and warm communication are vital for students.

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Статья на английском: Impact of persistence on self-esteem at the student age

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Статья на русском: Влияние настойчивости на самооценку в студенческом возрасте

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