

*Original Research*

# Self-Assessment of Self-Worth and Its Relationship with Depression Level: A Case Study of Female Students in Banyuwangi, Indonesia

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Email: [jyantidian@fkm.unair.ac.id](mailto:jyantidian@fkm.unair.ac.id)**How to cite this article:** Febriana MO, Sari JDE. Self-Assessment of Self-Worth and Its Relationship with Depression Level: A Case Study of Female Students in Banyuwangi, Indonesia. *Health Dynamics*, 2024, 1(9), 340-348. <https://doi.org/10.33846/hd10905>**Copyrights:** © 2024 by the authors. This is an open access article under the terms and conditions of the Creative Commons Attribution – NoDerivatives 4.0 International (CC BY-ND 4.0) license (<https://creativecommons.org/licenses/by-nd/4.0/>).**ABSTRACT**

**Background:** This study was motivated by the important role of self-esteem in mental health, where low self-esteem is often associated with a higher risk of depression, especially among female college students who are vulnerable to academic and social pressures. The prevalence of depression in Indonesia is significant, with the 15-24 age group recording a prevalence of 6.2%, where many female college students face challenges that can worsen their mental well-being. Therefore, this study aims to explore the relationship between self-esteem and depression levels in female university students in Banyuwangi, in order to provide a deeper understanding and support depression prevention interventions. **Methods:** This study applies a quantitative approach with a correlational design. The research sample consisted of 81 people, selected by accidental random sampling technique. The research instrument used the Rosenberg Self-Esteem Scale (SES) and Beck Depression Inventory (BDI) which were distributed through online Goggle form. **Results:** Data analysis showed that there was a significant relationship or association between the level of self-esteem and the level of depression in respondents. Pearson correlation analysis showed a correlation coefficient of -0.457 ( $p < 0.01$ ), indicating a strong and negative relationship between the two variables. **Conclusion:** approximately 20.9% of the variation in the level of depression can be explained by variations in the level of self-esteem.

**Keywords:** Self-esteem; depression; university students; mental health

## 1. INTRODUCTION

Self-esteem, or self-assessment of one's own worth, plays an important role in an individual's mental health. According to Ghufroon and Risnawita, self-esteem is a person's self-assessment based on their interactions with others.<sup>(1)</sup> Self-esteem is the result of a person's self-assessment and how others treat them, which reflects the individual's level of self-confidence and ability to succeed and feel useful. High self-esteem is usually associated with better psychological well-being, while low self-esteem is often associated with various psychological problems, including depression. Other studies support that adolescents with low self-esteem tend to have difficulty maintaining a positive self-concept, which can lead to depression.<sup>(2)</sup> Conversely, adolescents with high self-esteem usually enjoy better health, high life satisfaction,

and have lower depressive symptoms.<sup>(3)</sup>

Depression is one of the main signs of poor mental health and has become a significant global health problem with the number of sufferers continuing to increase every year.<sup>(4,5)</sup> Depressive disorder is a condition in which a person experiences a sad, empty mood, and a loss of the ability to feel pleasure that is usually felt, which continuously affects a person's ability to function in daily activities. Symptoms often experienced by individuals with depression include difficulty concentrating in understanding new information, loss of hope, sleep disturbances such as difficulty sleeping or sleeping excessively, excessive fatigue, avoiding social relationships such as social interaction, and the emergence of suicidal thoughts or desires.<sup>(6,7)</sup> According to the World Health Organization (WHO), more than 264,000,000 people in the world experience depression [8]. In Indonesia, the prevalence of depression is also quite high with data from the 2018 Riskesdas showing that 6.1% of the population aged over 15 years experiences emotional mental disorders, including depression. Data from the Indonesian Ministry of Health (2019) shows that the prevalence of depressive disorders in Indonesia in individuals aged 15-24 years reaches 6.2%, at the age of 25-74 years reaches 31.6%, and at the age of over 75 years reaches 8.9%.<sup>(9)</sup>

Female students, as a group that is vulnerable to academic, social, and emotional pressure, have a higher risk or are more susceptible to experiencing depression. Studies show that female students often face significant stress in managing high academic demands, creating healthy social relationships, and navigating complex emotional changes during their college years.<sup>(10)</sup> This burden can affect their mental well-being and increase their risk of depression. Factors such as intense academic competition, feelings of insecurity in social relationships, and challenges adjusting to a new environment in college can add additional stress to female students.<sup>(11)</sup> In addition, hormonal changes that occur during adolescence and young adulthood can also affect mood and emotional well-being, which may contribute to the risk of depression in female students.<sup>(2)</sup>

Previous studies have shown a significant relationship between self-esteem and depression among college students. A study in the United States revealed that college students with low self-esteem have a higher risk of experiencing depression. Similar studies in Indonesia also confirmed this finding, showing that

low self-esteem is a significant predictor of depression in college students. For example, a study by Zhang et al. found that low self-esteem can increase the risk of depression among adolescents.<sup>(12)</sup> In addition, Tanoko's study showed that there is a negative correlation between self-esteem and depression, where the higher a person's self-esteem, the lower their level of depression, and vice versa.<sup>(6)</sup> This finding underlines the importance of self-esteem in maintaining a person's psychological health, both in childhood, adolescence, and adulthood. Furthermore, research by Fitriah & Hariyono on college students stated that the higher the level of self-esteem of students, the lower their level of depression, and vice versa, the lower the self-esteem, the higher the level of depression.<sup>(13)</sup>

In an academic environment, female students face various challenges that can affect their mental health. High academic demands, pressure to excel, and the balance between personal life and academics can cause ongoing stress. Low self-esteem can exacerbate this stress and contribute to the development of depression. Therefore, it is important to explore how self-esteem affects depression levels among female students.

Based on this background, this study focused on evaluating the correlation between self-esteem and depression levels among female students in Banyuwangi. By understanding the dynamics of this relationship, it is hoped that this study can provide a deeper understanding of the important role of self-esteem in female students' mental health. In addition, the results of this study are expected to inform more effective interventions in efforts to prevent and treat depression among students.

## 2. METHODS

### 2.1 Study Design

This study applied a quantitative approach with a correlational method. Arikunto explained that correlational studies aim to identify the relationship between two or more variables.<sup>(14)</sup> The research subjects were female students in semesters 2 to 6, Class of 2021-2023. The research applies the sampling technique used is accidental random sampling, where respondents are selected based on their coincidence of being available or being at the research location.<sup>(15)</sup> Sugiyono defines accidental random sampling as a sampling technique based on coincidence, where anyone who happens to

meet the researcher and is considered suitable as a data source can be used as a sample. The number of samples is determined using the Slovin formula, which is a practical method for determining sample size in a large population.<sup>(16)</sup> This method was chosen because of the importance of ensuring that the number of samples is representative so that the research results can be generalized properly. Calculations using the Slovin formula are quite simple and do not require a special table to determine the required sample size. The Slovin formula for calculating samples is as follows:

$$n = \frac{N}{1 + Ne^2}$$

In the Slovin formula, the symbol  $n$  represents the sample size or number of respondents,  $N$  is the population size, and  $e$  is the percentage of acceptable sampling error tolerance, with  $e = 0.1$ . There are provisions in the Slovin formula as follows: The value  $e = 0.1$  (10%) is used for large populations, while the value  $e = 0.2$  (20%) is used for small populations. The sample size of the study used was 78 female students in semesters 2-6.

## 2.2 Data Collection

In this study, the instrument for measuring self-esteem used the Rosenberg Self Esteem Scale (SES) which was used to measure overall self-esteem. Meanwhile, to measure depression, the Beck Depression Inventory (BDI) was used to measure depression tendencies.<sup>(17)</sup> This study used a questionnaire distributed online via Google Form. Respondents were asked to fill out the questionnaire online. The distribution of the Google Form link was carried out through a WhatsApp group consisting of respondents who met the criteria and also by looking for respondents directly on the students' campus. This research was conducted in May-June 2024.

Before conducting data analysis, the researcher conducted a validity test on the instruments to be used, namely the self-esteem instrument and the depression instrument. The researcher tested the validity using the SPSS program. One method that is often used is the Pearson correlation for two variables. In this analysis, the relationship between the score of each item and the total score is calculated which is the sum of all these items. Items that correlate significantly with the total score are considered valid, making a significant contribution to revealing the desired information. Validity is stated if the correlation value ( $r$ ) between the

item and the total score is greater than or equal to the critical value  $r$  from the Pearson distribution table (in a two-tailed test with a significance of 0.05). The researcher conducted a trial on respondents with similar characteristics, namely 32 respondents. So that the  $r$  table was obtained, namely 0.349. The researcher's questionnaire was considered valid because the calculated  $r > r$  table with a significance of 0.05.

## 2.3 Ethical Clearance

This research followed the ethical guidelines established by Health Research Ethical Clearance Commission, Faculty of Dental Medicine, Universitas Airlangga (Ethical Clearance Number: 1183/HRECC.FODM/X/2023).

## 2.4 Data Analysis

Before testing the hypothesis, the researcher conducted a data assumption test using SPSS software. This assumption test includes a normality test and a linearity test. Data is considered normal if the  $p$ -value is greater than 0.05 in the normality test. Furthermore, the linearity test is used to check whether the two variables show a linear relationship. If the  $p$ -value is less than 0.05 in the linearity significance test, or the  $p$ -value is greater than 0.05 in the deviation from linearity test, then it can be concluded that the two variables are linear. Data analysis was carried out using the product moment correlation technique to determine the relationship between self-esteem and depression in students.

## 3. RESULTS

If The research data collection process was carried out with a time span of May 29-June 9, 2024. Respondents who were part of the research activities were female students who were taking semester 2, semester 4 and semester 6 at Faculty of Health, Medicine and Life Sciences with a total of 81 students, where the number of research respondents had exceeded the target related to the minimum sample size, namely 78 students which had been determined in the sample size calculation. The following are the characteristics of the research subjects (Table 1).

Based on Table 1, it showed that the research respondents based on their majors obtained results that there were more Public Health majors, namely 55.6% compared to Aquaculture (21%) and Veterinary Medicine (23.5%). Meanwhile based on Table 2, the

**Table 1.** Respondent characteristics based on major and semester level

Parameter	Frequency	Percentage	Valid percentage	Cumulative percentage
Major				
Aquaculture	17	21%	21%	21%
Public Health	45	55.6%	55.6%	76%
Veterinary Medicine	19	23.5%	23.5%	100%
Semester				
2 <sup>nd</sup>	29	35.8%	35.8%	35.8%
4 <sup>th</sup>	9	11.1%	11.1%	46.9%
6 <sup>th</sup>	43	53.1%	53.1%	100%

characteristics of research respondents based on semester show that there are more respondents in semester 6, namely 53.1%, compared to semester 2 (35.8%) and semester 4 (11.1%).

A normality test is important in research before conducting a correlation test to ensure that the data used meets the assumption of a normal distribution. This assumption is important because several statistical techniques, including Pearson's correlation, rely on normally distributed data to provide valid results. Data that does not meet the assumption of normality can produce biased and misleading estimates. A linearity

test is also important to verify that the relationship between two variables is linear. In the context of a correlation test, such as Pearson's correlation, it is assumed that the relationship between the variables is linear. If the relationship is not linear, the correlation results can undervalue or overvalue the true strength of the relationship between the variables.

First procedure, the researcher conducted an assumption test on the normality of the data. This test was conducted using the One-Sample Kolmogorov-Smirnov Test. The results of the analysis can be seen in the following Table 2.

**Table 2.** One-sample Kolmogorov-Smirnov test results

One-sample Kolmogorov-Smirnov test				Unstandardized residual
N				81
Normal parameters <sup>a,b</sup>		Mean	0.000000	
		Std. deviation	4.07089231	
Most extreme differences		Absolute	0.072	
		Positive	0.053	
		Negative	-0.072	
Test statistic				0.072
Asymp. sig. (2-tailed)				0.200
Monte Carlo sig. (2-tailed)		Sig.	0.369	
		99% confidence interval (CI)	Lower bound	0.357
			Upper bound	0.382

a: Test distribution is normal; b: Calculated from data

The results showed that the data used in this study are normally distributed, indicated by the results of the Kolmogorov-Smirnov test with a Z value of 0.72 and  $p = 0.200$ . The Z value is a test statistic that measures the difference between the distribution of sample data and the theoretical normal distribution. The p-value is

the probability that the observed difference occurred by chance. In this case, the p-value is 0.200, where the p-value in this study indicates that the p-value is greater than the significance level of 0.05. The significance level of 0.05 is a common threshold used to determine whether the results of a statistical test are significant. If

the p-value is greater than 0.05, it means that H0 is accepted, which states that the data is normally distributed.

The ANOVA results of the linearity test showed that the significance value (Sig.) for Linearity is  $<0.001$ , which indicates that the relationship between the variables is linear. This is based on the requirements of the linearity test, namely that data can be said to be linear if it has a linearity significance level of less than 0.05 or  $p < 0.05$ . This linearity test is important because in the correlation test, especially the Pearson correlation,

it must be assumed that the relationship between the variables is linear. In this study, because the significance value for Linearity  $<0.001$ , it can be concluded that the relationship between the variables is linear and this is in accordance with the assumptions needed to conduct a valid correlation analysis. The results of the normality test and linearity test show that the data is normally and linearly distributed. Thus, the data obtained by the researcher has met the requirements to continue to the analysis using the correlation analysis model.

**Tabel 3.** ANOVA test results

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	2696.476	19	141.920	1.934	0.027
	Linearity	1495.967	1	1495.967	20.385	$<0.001$
	Deviation from Linearity	1200.509	18	66.695	0.909	0.571
Within Groups		4476.586	61	73.387	-	-
Total		7173.062	80	-	-	-

### Descriptive Analysis of Research Data

The results of the analysis show the characteristics of the self-esteem and depression data of students as a whole. The standard score is obtained by converting the raw score into a form of deviation from the mean in standard deviation units. Based on the Table 4, for the self-esteem level, the number of samples (N) is 81, with a minimum score of 19, a maximum score of 40, an average score of 30.68, and a standard deviation of 4,964. While for the depression level, the number of samples (N) is 81, with a minimum score of 0, a maximum score of 45, an average score of 12.75, and a standard deviation of 9,469.

The results of the self-esteem data analysis show that there are three categories of self-esteem levels, namely low (10-25), medium (26-29), and high (30-40). Of the total 81 respondents, 9 respondents (11.1%) had a low self-esteem level, 29 respondents (35.8%) had a medium self-esteem level, and 43 respondents (53.1%) had a high self-esteem level. Furthermore, from the low self-esteem Table, it can be seen that low self-esteem levels occurred in students from various semesters, namely 2 students from Public Health semester 2, 3 students from Public Health semester 6, 1 student from Veterinary Medicine semester 2, 1 student from Aquaculture semester 2, and 1 student from

Aquaculture semester 4. The total number of students with low self-esteem levels is 9 students.

The depression data analysis shows that there are four categories of depression levels, namely normal (0-9), mild (10-18), moderate (19-29), and severe (30-63). Of the total 81 respondents, 33 respondents (40.7%) had normal depression levels, 31 respondents (38.3%) had mild depression levels, 11 respondents (13.6%) had moderate depression levels, and 6 respondents (7.4%) had severe depression levels. Furthermore, from the severe depression data analysis table, it can be seen that severe depression levels occurred in students from various semesters, namely 3 students from Public Health semester 6, 1 student from Aquaculture semester 2, and 2 students from Aquaculture semester 6. The total number of students with severe depression levels is 6 students.

### Hypothesis Test Results

The results of the hypothesis test indicate a significant relationship between the level of self-esteem (X) and the level of depression (Y) in female students. Pearson correlation analysis shows a correlation coefficient of  $-0.457$  ( $p < 0.01$ ), which indicates a strong and negative relationship between the two variables. The relationship between the level of self-esteem and the level of depression is called very strong because the Pearson correlation coefficient between the two is -

0.457. The Pearson correlation coefficient ranges from -1 to 1. A value of -1 indicates a perfect negative relationship, 0 means no relationship, and 1 indicates a perfect positive relationship. In the study, the value of -0.457 indicates that the relationship between self-esteem and depression is very strong and negative, this is in line with the interpretation that the value of  $r = 0.41-0.60$  has a fairly large and fairly strong relationship interpretation.

**Table 4.** Hypothesis test results

		Y	X
Y	Pearson Correlation	1	-0.457*
	Sig. (2-tailed)	-	<0.001
	N	81	81
X	Pearson Correlation	-0.457*	1
	Sig. (2-tailed)	<0.001	-
	N	81	81

\*Correlation is significant at the 0.01 level (2-tailed)

## 4. DISCUSSION

Based on the large percentage of the relationship between self-esteem and depression uses the coefficient of determination ( $r^2$ ) with the formula  $r^2 = (\text{Pearson correlation coefficient})^2$ . In this case,  $r^2 = (-0.457)^2 = 0.209$ . This means that about 20.9% of the variation in the level of depression can be explained by variations in the level of self-esteem. Thus, the remaining 79.1% of depression can be influenced by other factors. The relationship between the level of self-esteem and the level of depression is called a negative relationship because the correlation coefficient between the two (-0.457) has a negative value. In the context of Pearson correlation, a negative correlation value indicates the direction of the relationship between two opposite variables. This means that if one variable increases, the other variable tends to decrease. In the study, when a person's level of self-esteem increases, they have a lower level of depression. Conversely, if the level of self-esteem decreases, they have a higher level of depression. Therefore, the relationship between self-esteem and depression can be called a negative relationship.

The results of this study are consistent with previous studies showing that individuals with low self-esteem tend to be dissatisfied with themselves, want to be someone else, often experience negative emotions, have difficulty accepting failure, and feel very disappointed when they fail. They also tend to view life

and events negatively, have difficulty interacting or forming close relationships with others, are pessimistic, and do not think constructively.<sup>(18)</sup>

The study also confirmed that self-esteem independently has a significant correlation with depression. The results of this study support the finding that low self-esteem can increase the risk of depression.<sup>(19)</sup> The results showed that about 20.9% of the variation in depression levels can be explained by variations in self-esteem levels. This is in line with the findings of Moreno-Peral et al which stated that self-esteem is one of five potential mediating factors in the psychotherapy process to overcome depression.<sup>(20)</sup> It can be seen from the research results that respondents who experienced severe depression were final year students, namely semester 6, namely 5 people from different departments, namely Public Health and Aquaculture. Izydorczyk et al. (2022) provides critical insights into the interplay between sociocultural influences and self-esteem, particularly in the context of body image among young Polish men. By examining how media portrayals contribute to self-esteem issues and body dissatisfaction, the study underscores the broader implication of sociocultural pressures on mental health, including the potential how sociocultural factors can impact self-esteem and depressive symptoms, highlighting, the necessity of understanding these dynamics in various cultural context.<sup>(27)</sup>

In addition, research results reveal that depression can be influenced by other factors.<sup>(21)</sup> Marcotte et al and Kim et al (2002) support that other factors that influence depression in final year students include other relationships with the supervisor and thesis procedures, where the relationship with the supervisor shows a strong relationship between interaction with the supervisor and the level of depression.<sup>(22)</sup> Apart from that, thesis procedures also show that complicated or confusing thesis procedures can increase the risk of depression in students. Baz (2023) provides empirical evidence linking lifestyle choices to mental health outcomes among adolescents, specifically highlighting the prevalence of depression and anxiety in the Saudi female adolescent population. This study highlights that unhealthy lifestyles attenuate significantly with increasing levels of stress and psychological distress, thus illustrating how academic stress, social pressure, and lifestyle changes can alleviate mental health problems in this demographic. This research supports the notion that addressing

lifestyle factors is critical in reducing the risk of depression among adolescents who face multiple stressors.<sup>(28)</sup> Joyce & Early's (2014) research results demonstrate the importance of school connectedness and teacher support in reducing depressive symptoms among adolescents, highlighting how social factors can influence mental health outcomes. By showing that positive relationships in educational settings achieve lower levels of depression, this research underscores the importance of addressing social and academic stress as potential contributors to adolescent depression. These findings point to improved support systems in schools, which can be critical in reducing the impact of academic and social stress on youth mental health.<sup>(29)</sup>

The results of the study found that there were 9 female students who experienced low self-esteem. According to Jan et al and Taubner et al, self-esteem tends to be low because adolescents are in the stage of forming their self-identity.<sup>(23,24)</sup> They often have unrealistic perspectives, feel dissatisfied with themselves, and often compare themselves to ideal figures, this can cause problems with adolescent self-esteem, especially students who are still in the adolescent category. One factor that contributes to low self-esteem is passive use of social media. Generation Z, who are active Instagram users, tend to experience feelings of envy and dissatisfaction with their lives when they see posts by other people who appear happier or more successful.<sup>(30)</sup> Research by Mulyani et al. shows that teenagers who engage in social communication on Instagram are more susceptible to social media addiction, which in their partners can accept their self-esteem.<sup>(31)</sup> This is reinforced by research showing that individuals who use Instagram to shape their self-image often feel pressured to appear ideal, which creates a cycle of detrimental social comparisons.<sup>(32)</sup> Based on the data above, it can be concluded that excessive use of social media can cause mental health problems, including depression and anxiety, which are often correlated with low self-esteem.

The results of this study highlight the importance of maintaining and improving self-esteem to prevent depression among female students. As Eleanor Roosevelt once said, "No one can make you feel inferior without your consent".<sup>(25)</sup> These words illustrate how important self-esteem is in shaping our views and feelings about ourselves and the world around us.<sup>(26)</sup> Strong self-esteem provides a foundation for solid

mental health, allowing individuals to face life's challenges better and reduce the risk of experiencing depression. Therefore, efforts to improve self-esteem, such as through positive social support, empowering education, and a supportive environment, are very important. Given the complexity of the factors that influence mental health, holistic attention to the psychological well-being of female students is needed. By providing the right support, we can help female students choose a brighter future, free from the shackles of depression, and filled with strong self-confidence.

## 5. CONCLUSION

This research identified a significant negative relationship between the level of self-esteem and the level of depression in female students in Banyuwangi. This means that female students with higher levels of self-esteem tend to have lower levels of depression, and vice versa. These results show the important role of self-esteem in mental health, especially in efforts to prevent depression. Therefore, increasing self-esteem through social support and a positive environment can be an important step in campus mental health programs. In the context of student mental health, attention to self-esteem is crucial. Education and interventions that can improve self-esteem, such as positive social support and a supportive environment, can help reduce the risk of depression. Therefore, mental health programs on campus need to pay attention to efforts to improve student self-esteem in order to create an environment that is conducive to student psychological well-being.

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## Conflict of Interest

The authors declare no conflict of interest.

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