Level of Self-Esteem and Related Factors among First Grade University Students in Healthcare

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Abstract

Objective: Self-esteem is expressed as self-respect, self-confidence and self-acceptance. This study aims to determine the self-esteem level of first grade university students in healthcare fields and related factors. This study is instructive in terms of identifying the factors affecting the self-esteem of future healthcare professionals and looking for solutions for the problems with a multidisciplinary approach.

Materials and Methods: The population of the cross-sectional study consists of first year students from Dokuz Eylul University Faculty of Medicine, School of Physical Therapy and Rehabilitation and Vocational School of Health Services. We aimed to reach the entire universe (n=1039) without making a sample selection and 836 students participated in this study. The data were collected with a questionnaire created using the literature and the Rosenberg Self-Esteem Scale.

Results: 82.5% of the students had high self-esteem. It was determined that students who study in physiotherapy and who lived in villages in their childhood had higher self-esteem ($p<0.05$). Significant relation was found between the student's perception of self-income and health status, parents' education level, father's job, parents' living together, family's perception of the economic situation, and high self-esteem ($p<0.05$). Self-esteem level decreased significantly as body mass index (BMI) increased ($p<0.05$). Those students who did not drink alcohol, had good social relations with their families and friends and were happy to spend time on social media had higher self-esteem ($p<0.05$).

Conclusion: Some sociodemographic, familial and anthropometric characteristics of students, positive relationship with their family, friends and social media affect the level of self-esteem. In order to solve the lifestyle and social problems that affect students' self-esteem, it is recommended to create an educational environment that protects mental health and to provide social support.

Keywords: Self-esteem, University student, Social media, Social relationship.

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Sağlık Alanında Birinci Sınıf Üniversite Öğrencilerinde Benlik Saygısı Düzeyi ve İlişkili Etmenler

Öz

Amaç: Benlik saygısı, kişinin kendine saygı ve güven duyması, kendini benimseyip değer vermesi, kendini olumlu ve sevilmeye değer bulması gibi pek çok kavramla ifade edilmektedir. Bu çalışmada sağlık alanında birinci sınıftaki üniversite öğrencilerinin benlik saygısı düzeyinin ve etkileyen etmenlerin belirlenmesi amaçlanmıştır. Geleceğin sağlık çalışanlarının benlik saygısına etkiyen etmenlerin saptanarak, multidisipliner bir yaklaşımla sorunlara yönelik çözümler aranması bakımından bu çalışma yol göstericidir.

Gereç ve Yöntem: Kesitsel tipteki araştırmanın çalışma evreni Dokuz Eylül Üniversitesi Tıp Fakültesi, Fizik Tedavi ve Rehabilitasyon Yüksekokulu (FTRYO) ve Sağlık Hizmetleri Meslek Yüksekokulu birinci sınıf öğrencilerinden oluşmaktadır. Araştırmada örneklem seçimi yapılmaksızın evrenin (n=1039) tamamına ulaşılması hedeflenmiş, araştırmaya 836 öğrenci katılmıştır. Veriler literatürden ve Rosenberg Benlik Saygısı Ölçeğinden yararlanılarak oluşturulan bir anket yoluyla elde edilmiştir.

Bulgular: Araştırmaya katılan öğrencilerin %82.5'inin benlik saygısı yüksektir. FTRYO'unda okuyan ve çocukluğunda köyde yaşayan öğrencilerin benlik saygısı düzeyinin daha yüksek olduğu belirlenmiştir ($p<0.05$). Öğrencilerin bireysel gelir ve sağlık durumu algısı, anne-babasının öğrenim düzeyi, babasının çalışma durumu, anne-babasının birlikte yaşama durumu ve ailesinin ekonomik durumu algısı ile yüksek benlik saygısı arasında anlamlı ilişki bulunmuştur ($p<0.05$). Öğrencilerin beden kütle indeksi (BKİ) arttıkça benlik saygısı anlamlı olarak azalmaktadır ($p<0.05$). Alkol kullanmayan, ailesiyle ve arkadaşlarıyla sosyal ilişkisi iyi olan, sosyal medya sitelerinde zaman geçirmekten mutlu olan öğrencilerin benlik saygısı düzeyi daha yüksektir ($p<0.05$).

Sonuç: Öğrencilerin bazı sosyodemografik, ailesel ve antropometrik özellikleri, ailesiyle, arkadaşlarıyla ve sosyal medya ile olan olumlu ilişkisi benlik saygısı düzeyini etkilemektedir. Öğrencilerin benlik saygısını etkileyen yaşam tarzı ve sosyal sorunların çözümlenmesi için ruh sağlığını koruyucu bir eğitim ortamı oluşturulması ve sosyal destek sağlanması önerilmektedir.

Anahtar kelimeler: Benlik saygısı, Üniversite öğrencisi, Sosyal medya, Sosyal ilişki.

Introduction

The "self" is a concept that defines the personality and characteristics of an individual. The concept of self is an internal controller formed by the individual's thoughts which show how he/she perceives and defines himself/herself. Therefore, the self is subjective and can affect a person's daily life, behaviors, self-perception, relationships and success [1].

There are many definitions and classifications of the concept of self in psychology. In these classifications, the knowing and the known self are also named as the subject self and the object self over time [1]. This classification is based on the idea that the subject 'I' thinks about the object 'I'.

Self-esteem is the set of positive or negative values that an individual attributes to himself/herself and creates self-worth and satisfaction. Self-esteem is expressed with many concepts such as self-confidence, self-respect, self-contentment; self-worth, self-acceptance, self-affirmation and feeling worthy of being loved [1,2].

Self-esteem begins to develop from the moment the individual begins to perceive internal and external stimuli and gains importance in the development of a healthy personality. Meeting basic needs such as love, interest in infancy; positive-negative approaches in childhood; the attitude of the environment during adolescence has physical and mental effects on self-esteem. Individuals with high self-esteem perceive themselves as valuable; while individuals with low self-esteem aren't satisfied and view themselves as worthless (2,3). Many studies show that adolescence is an important period in the development of self-esteem (4,5). Thus, necessary importance should be given to promoting the self-esteem of first-year healthcare students who would like to prove themselves, so that they can adapt to school conditions, solve problems as well as develop the responsibility and professional awareness of the health sector which they will work (3,6). High self-esteem will affect the success of the healthcare students' communication with patients. Healthcare students can improve their professional self-confidence, thus self-esteem by raising the health status of patients (5). For this reason, this study can be a guide in the context of determining the factors affecting the self-esteem of first grade university students and finding solutions for problems with a multidisciplinary approach.

In this study, we aimed to determine the self-esteem levels of future healthcare professionals and to investigate the association between the level of self-esteem with sociodemographic, individual and familial characteristics, perceptions and attitudes towards the studied program, social relationship and healthy living habits.

Material and Methods

Type of study

This study is cross-sectional. In medical and epidemiological studies, a cross-sectional study, also known as a prevalence study, is a type of observational research that analyzes data from a population.

Place/Time of study

The universe of the research consists of 1039 first-grade students at Dokuz Eylul University, the Faculty of Medicine (FM, n=367), School of Physical Therapy and Rehabilitation (SFTR, n=113) and Vocational School of Health Services (VSHS, n=559) in the 2019-2020 academic year.

Sample of study

The universe was determined by learning the number of students from the school administrations. In this study, we aimed to reach the entire universe without sample selection.

Data collection tools

Data registration form: This questionnaire includes questions to determine students' sociodemographic, individual&familial characteristics, smoking&alcohol use and social media use.

Rosenberg Self-Esteem Scale (RSE): The scale was developed by Rosenberg in 1963. Rosenberg focused on a holistic attitude in the measurement of self-esteem and self-evaluation. The scale consists of 12 sub-domains and the first 10 items measure self-esteem (7). In this study, these 10 items were used to measure students' self-esteem. The scale includes items containing five positive and five negative statements. Calculations are made according to the answers given (strongly agree, agree, disagree, strongly disagree). Each answer is evaluated with

a different score. The minimum score to be obtained from the scale is 0, while the highest score is 6. Those who score 0-1 on the self-esteem subtest are considered to have "high", those who score 2-4 have "moderate" and those who score 5-6 have "low" self-esteem. The internal consistency of the scale was 0.77, and the repeatability coefficient was 0.90. The scale was adapted to Turkish and its validity and reliability study was done by Çuhadaroğlu (1986). The Cronbach's alpha coefficient of the scale was found to be 0.76. (8) In our study, the Cronbach's alpha coefficient was 0.83.

Data collection

The data of the research were collected using a questionnaire (Data Registration Form) created by the researchers via the literature and the Rosenberg Self-Esteem Scale between November 2019 and January 2020. Questionnaires were given under the supervision of the researchers before the theoretical course and they were filled in by the participating students. In the questionnaires, there is no information about the name or the identity of the student. Students under the age of 20, students who didn't volunteer to participate in the research and students who filled in the questionnaire inappropriately were excluded from this study. Students who voluntarily participated, who were 20 years old and over and who completed all items were included in the study. A total of 836 students completed the questionnaire completely. The rate of participation is 80.5%.

Ethics dimension of the research

In order to carry out this study, written permission was obtained from the management of faculties and colleges and from Dokuz Eylul University Non-Interventional Research Ethics Committee (dated 18/11/2019, decision no: 2019/28-07). Before starting to collect the data, the purpose of the study was explained to the participants by the researchers, they were informed that they were free to participate in the study and that the data would be kept confidential within the scope of the study. Their informed consent was obtained.

Evaluation of the data

Statistical analysis was performed using SPSS 24.0 statistical package program. Categorical variables for descriptive findings were presented as numbers and percentages. The conformity of the variables to the normal distribution was examined with the Kolmogorov-Smirnov test. Pearson chi-square and chi-square for trend tests were used to determine the connection between independent variables and dependent variables in statistical analysis. Statistical significance level was accepted as $p<0.05$.

The dependent variable of the study is the students' self-esteem level while the independent variables are the student's age, gender, school, place of residence, childhood residence, perception of individual income, perception of health and social relationship, BMI, smoking and alcohol use, education of parents, working and marital status of the parents, economic status of the family and social media use. BMI was calculated according to the height and weight stated by the students participating in the study. To calculate BMI, weight (kg) was divided by height (m) squared (kg/m^2). BMI is classified according to the World Health Organization (WHO) (<18.50 kg/m^2: underweight; 18.50-24.99 kg/m^2: normal; 25.00-29.99 kg/m^2: overweight; $\geq30.$ 00 kg/m^2: obese) (9).

Results

The Kolmogorov-Smirnov test showed normal distribution of the variables. 64.7% of the students participating in the study were women, 26.8% were studying at the FM, 12.7% at SFTR and 60.5% at VSHS. 82.5% of the students had "high" whereas 17.5% had "moderate" self-esteem. No student with low self-esteem was encountered among the students participating in the study. It was determined that the level of self-esteem of the students who studied in the SFTR and lived in the village during their childhood was higher (p<0.05, Table 1). Significance was found between students' perception of individual income and health status with high self-esteem. That is, as the students' perception of individual income and health status increased, their self-esteem increased significantly ($p<0.05$, Table 1).

Table 1. The correlation of some sociodemographic and individual characteristics of the students with the level of self-esteem

| Characteristics (n=836) | | Self-esteem | | | | p |
| | | High | | Moderate | | |
		n	%	n	%	
Age	≤19 age	482	82.7	101	17.3	0.871#
	≥20 age	208	82.2	45	17.8	
Gender	Male	238	80.7	57	19.3	0.296#
	Female	452	8.,5	89	16.5	
School	Faculty of Medicine	172	76.8	52	23.2	0.030#
	SFTR	90	84.9	16	15.1	
	VSHS	428	84.6	78	15.4	
Place of residence	With family	184	83.6	36	16.4	0.737#
	Alone/at home with a friend	176	83.4	35	16.6	
	Dormitory	330	81.5	75	18.5	
Childhood place of residence	Village	134	88,2	18	11.8	0.014#
	District	236	83.7	46	16.3	
	Province	320	79.6	82	20.4	
Perception of income	Income does not cover expenses	294	79.0	78	21.0	0.009*
	Income covers expenses	355	84.7	64	15.3	
	Income is more than expenses	41	91.1	4	8.9	
Perception of physical/mental health status	Very bad-bad	81	63.8	46	36.2	0.001*
	Neither good nor bad	254	78.2	71	21.8	
	Very good-good	355	92.4	29	7.6	

#*Pearson chi-square, *Chi-square for trend test.* SFTR: School of Physical Therapy and Rehabilitation
VSHS: Vocational School of Health Services

Significance was found between the education level of the students' parents and their father's working status with high self-esteem ($p<0.05$, Table 2). It was determined that the self-esteem level of the students whose parents were together was higher ($p<0.05$, Table 2). As the students' perception of their family's economic status increased, their self-esteem increased significantly ($p<0.05$, Table 2).

Table 2. The association between students' familial characteristics and self-esteem levels.

Characteristics (n=836)		High		Moderate		p
		n	%	n	%	
Father's education level	Literate-Primary School	245	87.5	35	12.5	0.010*
	Secondary	157	80,.5	38	19.5	
	High school	141	82.0	31	18.0	
	University	147	77.8	42	22.2	
Mother's education level	Literate-Primary School	357	85.0	63	15.0	0.033*
	Secondary	132	82.5	28	17.5	
	High school	127	78.9	34	21.1	
	University	74	77.9	21	22.1	
Father's working status	Unemployed	40	71.4	16	28.6	0.014#
	Freelance	188	79.7	48	20.3	
	Retired	166	81.0	39	19.0	
	Civil servant	97	85.1	17	14.9	
	Worker	199	88.4	26	11.6	
Mother's working status	Unemployed	66	76.7	20	23.3	0.575#
	Housewife	426	83.0	87	17.0	
	Worker	85	85.9	14	14.1	
	Civil servant	42	79.2	11	20.8	
	Freelance	43	86.0	7	14.0	
	Retired	28	80.0	7	20.0	
Parents' togetherness	Together	615	84.2	115	15.8	0.001#
	Divorced/died	75	70.8	31	29.2	
Perception of family's economic situation	Very good-good	153	87.9	21	12.1	0.001*
	Moderate	490	83.1	100	16.9	
	Bad-very bad	47	65.3	25	34.7	

#*Pearson chi-square, *Chi-square for trend test*

There was no relationship between students' smoking habits and their self-esteem levels ($p>0.05$, Table 3). However, the self-esteem level of the students who stated that they didn't use alcohol was higher ($p<0.05$, Table 3). The higher the students' BMI was, the more their self-esteem decreased ($p<0.05$, Table 3).

Table 3. The association between students' healthy living habits and self-esteem levels.

Characteristics		Self-esteem				p
		High		Moderate		
		n	%	n	%	
Smoking	Yes	180	81.4	41	18.6	0.619#
	No	510	82.9	105	17.1	
Alcohol	No	471	85.3	81	14.7	0.003#
	Yes	219	77.1	65	22.9	
BMI	Underweight	102	85.0	18	15.0	0.032*
	Normal	491	83.4	98	16.6	
	Overweight	90	78.3	25	21.7	
	Obese	7	58.3	5	41.7	

#Pearson chi-square, *Chi-square for trend test. BMI: Body mass index

Students who had good social relations with their families and friends had higher self-esteem levels ($p<0.01$, Table 4). The self-esteem level of the students who were happy to spend time on social media sites and stated that social media met their need for respect was found to be higher ($p<0.05$, Table 4).

Table 4. The association between students' social relationship characteristics and self-esteem levels.

Questions	Responses	Self-esteem				p
		High		Moderate		
		n	%	n	%	
How is your social relationship with your family?	Good	471	86.7	72	13.3	0.001*
	Moderate	197	77.3	58	22.7	
	Bad	22	57.9	16	42.1	
How is your social relationship with your friends?	Good	444	85.4	76	14.6	0.001*
	Moderate	232	80.0	58	20.0	
	Bad	14	53.8	12	46.2	
Do you have a boyfriend/girlfriend?	Yes	219	83.9	42	16.1	0.481#
	No	471	81.9	104	18.1	
Are you happy to spend time on social media sites?	Yes	533	85.1	93	14.9	0.001#
	No	157	74.8	53	25.2	
Do you think social media meets your need for being respected?	Yes	151	88.3	20	11.7	0.026#
	No	539	81.1	126	18.9	
Do you care about the number of likes on your posts on social media?	Yes	181	79.4	47	20.6	0.141#
	No	509	83.7	99	16.3	

#Pearson chi-square, *Chi-square for trend test

Discussion and Conclusions

Self-esteem includes many concepts such as self-confidence, self-approval and feeling worthy of being loved. These students with high self-esteem can establish healthier and more successful relationships in academic and private life. In our study, the factors affecting the self-esteem of university students were examined. The results demonstrated that there is a significant association between self-esteem and living in the village during childhood, physical and mental health status, perception of economic status, BMI level, alcohol consumption, social relations with family&friends and social media behaviors.

Although all of the students participating in our study were from the health campus, the departments being studied significantly affected the level of self-esteem. The self-esteem level of students studying in the field of physiotherapy was higher than that of both preservice medical and health technicians. Additionally, the self-esteem level of the medical faculty students was higher than the preservice health technicians. The study at the Vocational School of Health Services determined that the life quality of students is lower than that in other departments (10). That is, as the quality of life decreased, the self-esteem decreased (11). The study evaluating assertiveness among departments in the Faculty of Health Sciences showed the physiotherapy students had the highest assertiveness score determined using the Rathus Assertiveness Scale (12). Assertive behavior is a factor that increases the self-esteem of individuals and high self-esteem can be a factor in assertive behavior (5). Among the reasons that increase self-esteem, the place of being appreciated by

society cannot be underestimated. High scores of future health professionals during their university years can increase social appreciation and therefore self-esteem. (5). Considering the lower self-esteem scores of VSHS students, providing psychosocial support is necessary to increase the self-esteem level.

In our study, we observed that as the BMI increased, their self-esteem decreased. Our participants moved to a new school system, separated from their friends and families, met the concept of individuality, gained their socio-economic freedom, and faced financial difficulties. All these changes may have caused mental problems such as adjustment, stress and depression (13). It was reported that individuals who evaluated their mental health as bad adopted a submissive approach without self-confidence instead of a self-confident and optimistic approach that supported their self-esteem (14, 15). Contrary to the measured body weight, the individual's body dissatisfaction and self-perception of being overweight were found to be associated with low self-esteem and depression (16). It should be aimed to affect self-esteem positively with the support to solve the physical and mental health problems of the students. In studies, eating behavior disorder is observed more frequently in individuals with mental disorders and individuals who meet the criteria for eating disorders are also more likely to be obese (17). In addition, there are studies reporting that obesity can negatively affect the mental health of individuals, pose a risk in coping with stress and cause physical and psychosocial problems (16). These findings show parallelism with our findings showing the association between BMI and self-esteem. There are studies in the literature

stating that there is a linear association between obesity and decreased self-esteem (18,19). On the other hand, there are some studies asserting that there is no significant psychopathological difference between obese patients and individuals with normal body weight and that there is no significant relationship with self-esteem (20). This may be due to the existence of many variables that can affect self-esteem such as place of residence, economic reasons and family education level. It's determined that as the quality of life of adolescents increases, the level of self-esteem also increases (3,19). Society's associating the understanding of beauty with being thin and the media's presenting the thin person on the agenda as an individual with high self-esteem, as well as the portrayal of obese individuals as lazy, weak-willed and unattractive affect the mood of obese individuals and may cause them to internalize this perception (19,21). These individuals are exposed to social prejudices and are excluded from society both in their relationships with spouses and friends and in their education and professional lives (19). All these can negatively affect the mental health and self-esteem of obese individuals. It should be kept in mind that the psychiatric help and support to be given to the preservice healthcare students will make positive contributions to the treatment of obesity, the quality of life, impaired body image and self-esteem.

In our study, the self-esteem level of the students who stated that they didn't use alcohol was higher. It's examined the link with risky alcohol use and self-esteem level in university students and determined that the increase in the alcohol addiction levels of the individuals increased their self-esteem. (22) Individuals who are social drinkers may find the opportunity to spend time in entertaining environments, get away from the stress of daily life or get away from loneliness by spending time with their friends. However, risky alcohol use may increase in individuals who drink alcohol to get away from stressful life, avoid peer pressure and negative family relationships, which, in turn, can negatively affect self-esteem. In our study we didn't examine the frequency and amount of alcohol use.

Students' self-esteem is shaped by the place where they grow up and the social-cultural-economic factors of society. In our study, the effect of socio-cultural and economic differences of living in a province, district and village on students' self-esteem is evaluated. The self-esteem rate of the students living in the village in their childhood was found to be higher than the students living in the province or district. Contrary to our finding, there are studies showing that students living in the city had higher self-esteem than students living in villages or towns (3,6). It was found that the self-esteem levels of students whose families lived in villages and towns were higher than those whose families were living in cities, which supports our findings (23). This result can be explained by the fact that the students living in the village help their families more in their daily life, take more responsibility and get acquainted with the family economy at an earlier age. As a result, students living in villages face difficulties at an earlier age compared to students living in provinces/districts and their self-confidence and self-esteem increase. Additionally, the fact that students coming from rural areas become successful in the university exam and their families become more proud of them may have increased their self-esteem.

In our study, the relationship between the familial characteristics of the students and the level of self-esteem was also examined. Significance was found between the educational status of the parents and the level of self-esteem. Students whose parents were literate or primary school graduates had higher self-esteem levels. As the education level of the mother decreased, the level of self-esteem increased. The high expectations of parents with higher education from their children may have negatively affected the self-esteem of young people. As family education levels declined, increasing parental respect and interest in health department students may have contributed positively to student self-esteem. Although there are studies in the literature showing that the effect of parental education status on self-esteem is not significant (22,23), in many others, as the education level of the parents increases, the level of self-esteem of the individuals also increases (3,4,24). As well as the economic and social status of the families, the value that is given to the child also affects the self-esteem (25).

The self-esteem level of the students whose parents were separated or dead was lower than the students whose families were living together. In a study conducted at Muğla University, it is determined that the level of self-esteem was higher in children whose parents were alive, but lower in young people both of whose parents died. Family structure and loss of parents may cause a feeling of loneliness and may cause disruptions in social relations. In a study which examined loneliness and self-esteem, an inverse relationship was found (24).

In our study, a statistically significant difference was found between the students' self-esteem levels and the fathers' profession, while there was no statistically significant difference with mothers' profession. Contrary to our findings, in a study examining the self-esteem of university students, the father's occupation was not associated with self-esteem while the mother's profession had a significant effect. However, in the same study, in parallel with our findings, the self-esteem of the children whose father was working was found to be higher than that of the children of unemployed fathers (4). In our study, Significant relation was found between students' fathers being retired, civil servants, or workers and high self-esteem levels. The father's profession is a factor that shapes the child's upbringing. If the father's income is high, the opportunities to be provided to the children will also be good. Since families with low income cannot give enough money to their children to meet their needs, the feelings of worthlessness and insecurity can be strengthened and their self-esteem can be damaged. In our study, the self-esteem level of the students who stated that their income didn't meet their expenses and the students whose family's perception of the economic situation was good/very good was found to be higher. Our results show parallelism with the results of the studies previously performed (3). In another study on working university students, it was found that those who didn't experience financial difficulties had higher self-esteem levels than those who did (2). Similar to our findings, a study on university students in Pakistan found that as the income level of the family and the amount of pocket money of the

student increased, the level of self-esteem increased (26) Students with low family income may think that they fail to develop themselves because they have difficulty in reaching the necessary financial support for their education or hobbies, which damages students' self-esteem. Allocating money for social activities increases self-esteem (11). It was stated that the self-esteem levels of young people increased who joined student clubs and associations (27). Students who experience financial difficulties in participating in clubs and activities inside and outside the school may feel alienated from their social environments. Examining the association between university students' sensitivity to rejection, self-esteem and loneliness levels; it was found that when the families' income increased, the students' loneliness level decreased and when the loneliness level of the students decreased, their self-esteem increased (24). Consistent with these findings, in our study, we determined that students who had good social relations with their families and friends had higher self-esteem levels. The effect of social environment and family relations on one's self-esteem is certain. Positive personality traits develop with good family relationships from birth to adolescence. For this reason, children and adolescents should have a democratic family structure, love and respect for the psychosocial development (4). In studies conducted with young people, the self-esteem was found to be higher in individuals who described their relations with families as good and who had caring and democratic families, where they and their views were respected (4). Studies also demonstrate that there is significance between self-esteem and parental attitude (4,22). It's known that the value that the child feels in the family also affects self-esteem (25).

Body image is a subjective concept; it's shaped by social experiences and may be changed by the perception of the society or observers (28). At this point, social media can shape a person's perception of social appearance and self-esteem. In our study, the students' self-esteem level is found to be higher in those ho were happy to spend time on social media and thought that social media met their need for being respected. Positive body image is in parallel with high self-esteem and it's the whole of the definitions such as feeling comfortable about the body, not being ashamed of the body and finding oneself attractive (30). Individuals with a positive body image, who believe that their appearance is not the main determinant of their personality, character and values, can have a good time on social media without experiencing anxiety about social appearance (29). In addition, the social media feedbacks that positively support the schema of own body appearance, which they create in their mind, will also meet the individual's need for being respected and increase self-esteem through social media. Social networks are among the determinants of social appearance concerns, in addition to being a platform where individuals meet their social needs and a source of motivation for individuals (3). There is an inversely proportional linkage between the level of self-esteem and the level of social appearance anxiety (3). Considering those findings, the social appearance anxiety of individuals who can use social media to support positive body image will decrease and their self-esteem levels will increase. It was showed that adolescents with low self-esteem, had higher social media addiction levels than adolescents with high self-esteem levels (30). The inconsistency of these findings with our research can be explained by the

new needs and expectations due to the changing and evolving world. In particular, the socialization effect of technology and social media on young people also affects young people's self-esteem.

The main limitation of this study is that as it's a cross-sectional study that may not be strong enough to determine the cause-effect relationship between factors related to self-esteem. Data were collected on the basis of self-report questionnaires. Since self-esteem, family and friend relationship and social media usage status, which are the variables of the research, may change according to time and conditions, the results can only reflect the situation when the data were collected. The results of the research are guiding in terms of seeking solutions to the problems in continuation of the education of the students.

The fact that the students' living in a rural area in childhood, physical&mental and economic status being good, parents living together, not having alcohol addiction and having good social relations with his family and friends affect students' high self-esteem levels. These results revealed the necessity of determining the psychosocial factors associated with self-esteem in counseling studies. Within the scope of an effective school health program, it's recommended that attempts should be made to solve the psychosocial problems of students and that these attempts should be closely monitored. Opportunities can be increased for students to receive support from the mental health support unit in the university environment in order to protect and improve their mental health or students can be informed about this issue. In order to increase the self-esteem level of the students and to solve the educational or social problems, it's suggested to provide an educational environment that protects the mental health

of the youth and increases their self-esteem. In addition, it's recommended to provide areas where students can do physical activities on campus to protect their physical health and to increase scholarship&credit opportunities for students with low income levels. As a result, it is recommended to conduct similar studies with a larger sample or groups of students studying in different fields and classes.

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