



FORMAN CHRISTIAN COLLEGE

(A CHARTERED UNIVERSITY)

Effect of Discrimination on the Self-Esteem and Self-Efficacy of Pushtoon students of FCCU

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Abstract

There is evidence that Pushtoons are marginalized, perceived differently, discriminated and stereotyped in mainland Pakistan. Within the context of higher education, this study aims to see whether they face discrimination in Lahore and have effect on their psyche and by psyche this research means self-esteem and self-efficacy.

A descriptive research design was made for this study. The approach used was survey based. The target population of this study were all Pushtoon students who are studying at FCCU. The total Pushtoon population of FCCU at the time of sampling was 60. Out of the whole population, three students were females. This study excluded the female population from sampling process. Punjabi students (control group) were sampled by convenient sampling method.

For data analysis, SPSS software was used. Sociodemographic variables of participants, validity and reliability, descriptive statistics, correlations between discrimination, self-esteem, self-efficacy and linear regression analysis was done.

Pearson's correlational coefficients showed significant linear correlation between perceived ethnic discrimination, self-esteem, state self-esteem and self-efficacy. Linear regression analysis showed that ethnic discrimination self-esteem $R^2 = .055$, $B = -.234$, $p = .012$. Ethnic Discrimination predicted self-efficacy significantly $R^2 = .034$, $B = -.185$, $p = .049$. Ethnic Discrimination predicted state-self-esteem significantly $R^2 = .137$, $B = -.161$, $p = .000$. The coefficients indicate that, self-esteem and self-efficacy have a significant negative relationship. With every 1 unit increase in discrimination self-esteem decreases by .185 points. With every 1 unit increase in discrimination self-efficacy decreases by -.161 points.

Based upon the findings of this research, self-esteem and self-efficacy are negatively related to ethnic discrimination. It is recommended that enough public policy making by

governments and by educational institutes should be done in order to reduce ethnic discrimination. Moreover, research gaps must be filled by future researchers as identified in this research to fill this gap. The future research can find the mediating variables which cause the discrimination to affect the self-esteem and self-efficacy. Future research can also look at the effects of group cohesion of ethnic group, which is discriminated, on their self-esteem and self-efficacy.

Keywords: Discrimination, Self-Esteem, Self-Efficacy, Pushtoon students

Introduction

The variables in this study are self-esteem, self-efficacy and discrimination. The independent variable of this study is discrimination and the dependent variable is self-esteem and self-efficacy. Self-esteem is a feeling that one has about oneself which is linked to personal views about one's own social relationships, abilities, skills, and future prospects. The entire value that one sets on oneself as a person is known as self-esteem (Harter, 1990). Generalized self-efficacy is a measure of one's ability to perform successfully in a range of scenarios. The ideas that are the cause of events in one's life are known as loci of control. People believe that events are determined by their own activity (Rotter, 1966). The indicators for this study's independent variable, ethnic discrimination, are stigmatization, exclusion, social distancing, being judged based on ethnicity and discriminated behaviour due to particular ethnicity. The incident of being threatened on the basis of one's ethnicity may induce fear, anger sadness, vigilance, low self-esteem and avoidance (Contrada, 2005). The indicators for self-efficacy are job satisfaction, life satisfaction and job performance. The indicators of my dependent variable, low self-esteem, are giving low value to your opinions and ideas, focus on perceived weakness and faults, giving scant credit to one's skills, thinking that others are more capable and successful, speaking arrogantly in a dogmatic tone, verbally putting self-down, self-deprecation, giving excuses for failures, putting down others by name calling and teasing, unexpressive about opinions, hesitates eye contact whilst talking, easily disappointed, feeling unwanted, getting frustrated in response to responsibilities, giving up easily, easily influenced by others and projecting blame on others. Only social groups are considered in the sociological approach to discrimination. This approach considers discrimination on the basis of ethnicity, racism or stereotypes to be essentially flawed and disparaging generalizations of group characteristics, reflecting the discriminator's underlying preconceptions and perhaps other internal reasons. When the ethnicity/race of the perceived perpetrator differs from the victim it

is known as inter-group racism or ethnic discrimination. When the perceived perpetrator belongs from the same ethnicity as that of the victim, but the occurrence is nevertheless considered to be motivated by racial or ethnic bias, this is known as intra-group racism.

This study takes account of what is the effect of ethnic discrimination on the self-esteem and self-efficacy of Pashtun students of FCCU. For this reason, this study has introduced a control group and the population of that control group is the students who belong from Punjabi ethnicity and are studying in FCCU.

Significance

The following study will help to understand the relationship between discrimination, self-esteem and self-efficacy. This study will fill the research gap in Pakistan which exists in this field. This study will also provide scientific evidence for creating and promoting healthy parenting attitudes, that will then lessen the social anxiety among children.

Study aims

This study aims:

- To examine if there exists any correlation between self-esteem and discrimination.
- To examine if there exists any correlation between self-efficacy and discrimination.

Research Questions

The present study aimed to answer the following research questions:

1. Do Pashtoon students at higher educational institutes of Lahore face discrimination?
2. If yes, then does experiencing discrimination have a negative impact on self-esteem and self-efficacy of Pushtoons?

Hypothesis

1. Pushtoon students experience more ethnic discrimination as compared to Punjabi students.
2. Pushtoon students' Experiences with ethnic discrimination have a negative impact on their self- esteem.
3. Pushtoon Students' experiences with ethnic discrimination have a negative impact on their self efficacy.

Literature Review

A factor that affects the psychological health of minority communities is perceived discrimination/racism. There is little doubt that living in a racialized society can result in psychological disparities, as stated by Drevdahl et al. (2001). Therefore, it is crucial to research how minority and vulnerable people who experience racism or discrimination in their daily lives interpret racism across psychological lines.

Self-esteem is a significant personal aspect that mainly refers to how someone feels about themselves (Leary & Baumeister, 2000). Anxiety and sadness are two negative psychological outcomes that are linked to low self-esteem. The mental health of individuals is significantly harmed by perceived discrimination (Pascoe & Richman, 2009). Among various racial and ethnic minority populations, the link between discrimination and increased depression via declines in self-esteem has been demonstrated (Espinosa, 2021). A well-known social stressor that significantly lowers the self-esteem of many poor groups is perceived discrimination, or the consciousness of having received unfavorable treatment because of membership in a certain group (Espinosa, 2021). Perceived discrimination has been linked in studies to alterations in psychological wellbeing. As a result, experiencing discrimination is a key indicator of mental health conditions, such as clinical depression, which is characterized by low self-esteem and ego (Pascoe & Richman, 2009).

Discrimination impacts the self-esteem of the individual. In the same manner, negative perceived discrimination negatively impacts the self-esteem of an individual. Discrimination/ Racism/ Racial Stereotypes are “widely held but fixed and oversimplified image or idea of a particular type of person or thing” (Bordalo et al., 2016). Stereotypes are generally ubiquitous. For instance, they cover every racial group (Asians being good at mathematics), gender (women are not good drivers) and political groups (Republicans are rich). In social sciences, there are three broad categories of stereotyping i.e. economic approach, sociological approach

and social cognition approach". This study looks at the sociological approach to stereotyping. Only social groups are considered in the sociological approach to stereotyping. It considers stereotypes to be essentially flawed and derogatory generalizations of group characteristics, reflecting the stereotyper's underlying preconceptions (Adorno et al., 1950) or other internal motives (Schneider, 2004). Historically mistreated social groups, such as racial and ethnic minorities, continue to be victimized by stereotyping, possibly because powerful groups desire to promote incorrect perceptions about them. As a result, discrimination about black people are ingrained in slavery's past and ongoing discrimination. Discriminated people are more likely to get aggressive, have troubled decision making, lack self-control, poor performance, have lower self-esteem and diminished confidence. The internalization of a negative group's discrimination threatens their social identity and leads to a decline in their personal self-esteem (Katz, 2002). Personality factors, coping style, ethnic identity, and social support are some of the coping mechanisms for discrimination. Having the type of people to turn to in times of illness, for instance, may imply that people have more health resources available to them, such as good health care facility, medicine and food. Furthermore, having family or friends to talk to after experiencing discrimination may aid in the rebuilding of a person's sense of self-worth, thereby preventing the onset of depressed symptoms. Having a strong sense of belonging to a particular group, for instance belonging to one's ethnic group or even gender group, might help to reduce the stress of discrimination by preventing negative stereotypes from infecting one's self-concept. Mossakowski (2003) reported that, regardless of the cause of discrimination, high level of racial and ethnic identification was linked to lower levels of depression. Higher levels of stigmatised identity may buffer the impact of discrimination by attempting to make negative stereotypes less likely to be integrated into one's self-concept, but they may also lead to higher awareness of discriminatory experiences, potentially increasing the number of incidents discrimination has been perceived (Pascoe & Richman 2009). Self-esteem is the construct in

which an individual has specific views about himself/herself. Such self-perceptions are affected by stereotypes and stereotype threats (Smith, 2004). The impact of others' expectations regarding performance success/failure on the one who is the target of such expectations is referred to as stereotyping threat. Expectations for performance success or failure are examined by certain theorists in terms of the perceiver (the group or person that has the expectations) and how the perceiver influences the target (the individual which is being discriminated). Consider an instructor who believes that African American students are intellectually inferior. Because of this notion, an African American student in this instructor's class may not be asked to undertake difficult cognitive tasks. As a result, the student skips practice, does poorly on tests, and appears to confirm (self-fulfill) the instructor's stereotype thus gets discriminated (Smith, 2004). The negative stereotypes create negative self-perception thus impacting self-esteem negatively and creating low self-esteem in the individual. Self-esteem is the interpretive construct of self-concept which views overall self as worthy or unworthy. It is also represented in the classic definition by Coopersmith (1965) on self-esteem: The assessment that an individual makes and maintains about himself: it expresses approval and reveals the amount to which an individual thinks himself to be successful, significant, capable, and deserving. In a nutshell, self-esteem is a individual assessment of one's worthiness as shown in one's views toward oneself (pp. 4–5). As a result, self-esteem is a feeling about oneself that is linked to personal views about one's abilities, social relationships, skills, and future prospects. Self-esteem is related to self-concept; in other terms, having a positive self-concept indicates having a positive self-esteem (Lopez et al., 2001). It is important to distinguish self-esteem from self perception. Self perception is the total cognitive beliefs and that a person has about himself who includes beliefs like race, color, likes dislikes and appearance descriptions (Heatherton & Wyland 2003). Self-esteem is the emotional response which people experience about themselves. Self-perception is influenced by how others see an individual's weaknesses and

strengths, as well as the extent to which person feels in control of his or her life. Participants with a "strong sense of self", a high feeling of "public collective self-esteem", and an indistinct self-concept were more likely to adopt the "new consensus information" in a study by Rahimi and Strube (2007). These findings suggest that people who are frequently unclear of their own qualities and whose identities are intertwined with their develop attachments are heavily influenced by racial stereotypes held by others. Such is the phenomena of racial prejudices affecting an individual's self-esteem.

Pakistan is postcolonial country with several ethnic groups. Pakistan was founded on the communal identity of Muslims (Ahmed & Khan 2020). The regions were included in the matrix of strangeness because of cultural difference and linguistic classification. So, ethnic nationalism came into play for instance Pashtun nationalism, for the sake of establishing an autonomous Pashtunistan. As Pakistan is a multilingual and multiethnic country, the emergence of nationalism in Pakistan's peripheries is a result of the country's discriminatory social, economic, and political infrastructure, which has been in place for decades. Pashtuns are thought to be a homogenous, unified entity in dominant Pakistani discourse, which itself is frequently dehumanised or exalted in a variety of ways and is generally driven by a Punjab-centric viewpoint that also reveres Urdu cultural and linguistic norms. Pashtuns are sometimes stereotyped as being poor or dim in discussion programmes and drama series on national television (for instance, the 2014 drama *Ek Tha Raja Ek Thi Rani* featuring Sarwat Gilani and Hamza Ali Abbasi). The "Pathan" is also connected with being "thick skulled" in popular jokes, which immediately defines the narrator as also being non-Pashtun or addressing to a non-Pashtun audience. For instance, "Pathan" jokes commonly circulate on SMS networks. Pakistani police enforcement even detains anyone who remotely appears like Pashtun which results in Pashtuns being subjected to discrimination and racial profiling.

Frantz Fanon (1961) poignantly states in his essay "Racism and Culture" that "it is impossible to subjugate men without rationally making them unequal through and through." The fact that the Punjab's ruling centres are wealthy and have developed infrastructure, roads, and institutions is only possible as a result of the exploitation of other regions of the nation by the Punjab centre, whether it be through the exploitation of Sui or Karak's gas, the cheap labour of rural migrants, refugees, undocumented workers, displaced persons, or previously through the export of jute in the case of East Pakistan, as well as its own urban and rural masses (Alimia, 2015). This discriminatory infrastructure leads to stereotypes which has an effect on the self-esteem. In my study, I have focused on the self-esteem of Pushtoon population which is subjected to the stereotypes from other groups.

This research applies the looking glass-self theory by Cooley (1902). In this theory, the self-perceptions, which are the turning factors of self-esteem, are seen as inseparable from social milieu. There is a process outlined in the Mead's (1934) Symbolic interaction according to which people internalize the ideas and perceptions of significant figures in their lives. Such perceptions which are often stereotypes for other members of the society get internalized by the targets, thus affecting their self-esteem. People base their self-esteem on their social identities as they belong to a specific group (Luhtanen & Crocker, 1992). So, they are affected by the stereotypes which are prevalent for a specific group thus get discriminated. When people act in a certain way which makes them feel rejected they feel a reduction in their self-esteem. People who have low sociometers have a high possibility of rejection. Sociometre asserts that social institutions must be examined in order to assess self-esteem.

Theoretical Framework

The "looking-glass self" refers to the method by which people construct their sense of who they are based on how they believe others see them. People utilise social interactions as a sort of "mirror," comparing their behaviours, values, and worth to how other people perceive them. Cooley's theory is important since it says that social circumstances, rather than solitary confinement, are where self-concept is established, according to *Self, Society & Symbols*. Therefore, society and humans are not two separate phenomena but rather two elements of the same reality that complement one another. In this theory, the self-perceptions, which are the turning factors of self-esteem, are seen as inseparable from social milieu.

A sociological theoretical framework known as "Symbolic Interactionism" explains how people repeatedly acting in the same way develop and maintain societies. Symbolic interactionism examines these people's individual ideas and the ways in which they interpret the world. There is a process outlined in the Mead's (1934) *Symbolic interaction* according to which people internalize the ideas and perceptions of significant figures in their lives. Such perceptions which are often stereotypes for other members of the society get internalized by the targets, thus affecting their self-esteem.

Methodology

The methodology for this research is elaborated below:

Sampling Design

A descriptive research design was made for this study. The approach used was survey based. A demographic form was attached in the questionnaire in order to have a little information about the gender, academic year and employment status of the participants. A cross-sectional method was used by giving questionnaires to the participants at one point in time in order to collect data by recording their responses.

Sampling Avenue

In order to do this research, convenient sampling and purposive sampling was used. The questionnaire was transferred to google form. It included the consent form and the demographic scale as well. In order to communicate the google form with control and target group, link of the google forms was sent to the Pushtoon students in WhatsApp group (Pushtoon Formanites). The link was also shared in the Sociology Major/Minor group in order to collect data from control group. In order to ensure the privacy of the students, roll number, name, personal email address and major/minor was not asked. A consent form was attached to the survey form, where all the information related to the study was provided. The email address of the principal researcher was attached. In case any student had query, he could directly send an email to the researcher. Anonymity and confidentiality was maintained. No data was shared with anyone.

Selection Criterion

The population of this study was the migrant Pushtoon students who are students in Lahore. The target population of this study were all Pushtoon students who are studying at FCCU. The total Pushtoon population of FCCU at the time of sampling was 60. Out of the whole

population, three students were females. This study excluded the female population from sampling process. It was of no importance to include them because their effects on the whole population cannot be determined. So, the target population of this study were 57 male Pushtoon students. As mentioned earlier, this study sees the effects of stereotypes on self-esteem and self-efficacy of Pushtoons by introducing Punjabi students as a control group. The sampling of the Pushtoons was done via non-probability purposive sampling technique. The sampling of the control group, Punjabi population, was done via non-random convenience sampling method. The criterion for selecting the control population was that the samples must be males, are Punjabis and half of the total sample population belongs to hostellite community and half of them are day scholars.

Control Group

In a scientific analysis, control group is utilized to isolate the influence of an independent variable and establish causation. The independent variable is altered in the target group while keeping it unchanged in the control group. The outcomes of these groups are then compared. This research finds if Pushtoon students' perception of discrimination was greater compared to Punjabi students' perception of discrimination. And if this discrimination has an effect on the self esteem and self efficacy of Pashtuns. According to already available literature and hypothesis of this research, there must be significant discrimination against Pashtuns as compared to Punjabis.

Conceptual Definitions

In this research, the independent variable is ethnic discrimination and dependent variable are self-efficacy and self-esteem.

General Self-Efficacy

General self-efficacy is the trust in one's capability to handle with a broad range of challenging or stressful demands. Self-efficacy is characterized as being competence-based, action-related and prospective (Bandura, 1997).

Self-Esteem

Self-esteem is a personal psychological characteristic involving self-judgment based on one's values about himself/herself (Alesi et al., 2012). Self-esteem implies to an awareness of one's values and one's emotional and psychological evaluation of one's self-worth.

Ethnic Discrimination

According to Garcia (1996), Ethnic discrimination is unfair and differential treatment based on an individual's ethnicity or race.

Operational Definitions

Self-Esteem

Self-Esteem is one's negative or positive attitude toward oneself. It is also one's evaluation of his/her own feelings and thoughts overall in relation to himself/herself (Rosenberg, 1965).

State Self-Esteem

State Self-Esteem is how a person feels about or evaluate himself/herself at a given point in time. State Self-Esteem is also defined as the temporary fluctuations that occur in self-esteem (Heatherton & Polivy, 1991).

Self-Efficacy

General self-efficacy (GSE) is a generalization across various spheres of functioning in which people judge themselves how efficacious they are. Self-Efficacy refers to a broad and a stable sense of personal aptitude to deal efficiently with a diversity of stressful situations (Schwarzer & Jerusalem, 1995).

Ethnic-Discrimination

Ethnic discrimination, the behavioural manifestation of racism, is defined as "unfair, differential treatment on the basis of race or ethnicity (Contrada, 2005).

Research Instruments

State Self-Esteem Scale

This scale was developed by Heatherton, Polivy in 1991. It is a 20-item scale that measures the participant's self-esteem at a given point in time. The 20 items of this scale are subdivided into the 3 components of self-esteem:

- (1) performance self-esteem,
- (2) social self-esteem,
- (3) appearance self-esteem.

All of the items are answered by using a 5-point scale

(1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= extremely).

PEDQ-CV

Brondolo in 2005 adapted the Perceived Ethnic Discrimination Questionnaire-Community Version (PEDQ-CV). The Brief PEDQ-CV, which an abbreviated version of the full PEDQ-CV (70 items), is recommended for research studies with limited time available for the administration of the questionnaire. So, the limited version was used for this study. The Brief PEDQ-CV consists of 17 items and measures five factors: Lifetime exposure, Exclusion/rejection, Stigmatization/devaluation, Discrimination at work/school, Threat/aggression. The internal consistency of the 17-item Brief PEDQ-CV ranged from 0.65 to 0.88.

Rosenberg Self-Esteem Scale

Rosenberg in 1965 developed this scale. It is a 10-item scale that measures global self-worth by measuring both the positive and negative feelings about self. The scale is unidimensional.

All of the items are answered using a 4-point Likert scale format. It ranges from strongly agree to strongly disagree. The scale is highly reliable and has a good internal consistency.

General Self-Efficacy scale

The General Self-Efficacy (GSE) Scale was developed by Jerusalem and Schwarzer in 1979. It is a 10-item scale with scoring done as Not at all true (1), Hardly true (2), Moderately true (3), Exactly true (4). This scale has internal consistency and is highly reliable.

Target Data Collection

A questionnaire was created with the help of mentioned scales on Google forms. Afterwards, the link of the questionnaire was sent to the target group and the control group. For statistical procedures, the data was exported to Microsoft Excel and then to SPSS software. Then the relationship between discrimination, Self-Esteem and Self-Efficacy was administered.

Target Data Analysis

All the statistical procedures were done with the help of SPSS software (Statistical Package for Social Sciences, v.25). In order to explore the relationship between discrimination (independent variable), Self-Efficacy and Self-Esteem (dependent variables), sociodemographic variables of the participants, validity and reliability, descriptive statistics and correlations between discrimination, Self-Esteem, Self-Efficacy, linear regression analysis was done.

Ethical Considerations

In this research, it was ensured that the necessary precautions must be taken to protect the anonymity and confidentiality of the participants to keep their identity safe. Names or any identifiable information was asked from the participants while collecting the data. The objectives of the research were stated clearly in the consent form of the survey that asked for

the participant's consent to be a part of data collection for this study. Every student was given the right to withdraw and no student from the population was forced to fill the questionnaire. No participant was physically harmed. The dignity and respect of every participant was taken care. The data collected was not shared with anyone. All of the data was discarded, and the files were deleted from the computer.

Budget

This research study had no budget because it was conducted online with the help of online survey form through convenient sampling method. The consent form and questionnaire were created on google form and it was sent to the target students online.

Results

Table 1

Sociodemographic Characteristics of Participants

Characteristic	Subcategory	Frequency	%
Gender	Female	0	0
	Male	114	100
Age	18-20	25	21.9
	21-23	68	59.6
	24-26	19	16.7
	Above 26	2	1.8
Ethnicity	Pushtoons	57	50
	Punjabi	57	50
Academic Year	Senior	52	45.6
	Junior	23	20.2
	Sophomore	35	30.7
	Freshman	4	3.5

Interpretation of Sociodemographic Variables

The sample included 114 participants in total. 100% of them were males. 22% belonged from first age group (18-20) 59% belonged from second category (21-23), 16% belonged from the third category (24-26) and 1.8 percent belonged from the fourth category (26 above). 50% of the sample population were Pushtoons and 50% were Punjabis. 45.6% belonged from senior year, 20.2 % from Junior, 30.7% from Sophomore and 3.5% of them were Freshman. Their detailed frequencies are shown in table 1.

The three components of state self-esteem were categorized accordingly to perform more in-depth univariate analysis.

Table 2

Univariate Analysis of Independent and Dependent variables

Variable	Mean	Median	Mode	Range	St. Deviation
Performance Self-Esteem	13.84	14	13	15	2.74

Social Self-Esteem	13.63	14	15	15	3.43
Appearance Self-Esteem	7.2	7	7	7	1.85
Self-Efficacy	30.82	30	30	24	4.74
Self-Esteem	17.41	17.5	19	13	2.49
Discrimination	32	33	39	45	10.87

Self-Esteem

The range of data is 11-24. The mean value for dependent variable, self-esteem, was 17.41. This value is a representative mean of the data as the mean lies in the center of data. The median and mode of sample were 17.5 and 19 respectively which were close to normal in accordance to the data. The standard deviation of data is 2.49 which is way less than half of the mean. It means that the most data was aligned around the mean and the dispersion was small.

Performance Self-Esteem

The range of data is 5-20. The mean value for dependent variable, performance self-esteem, is 13.84. This value is very close to representative mean of the data as the mean lies almost in the center of data. The median and mode of sample were 14 and 13 respectively which were also close to normal in accordance to the data. The standard deviation of data is 2.74 which is way less than half of the mean. It means that the most data was aligned around the mean and the dispersion was small.

Social Self-Esteem

The range of data is 5-20. The mean value for dependent variable, social self-esteem, is 13.63. This value is very close to representative mean of the data as the mean lies almost in the center

of data. The median and mode of sample were 14 and 15 respectively which were also close to normal in accordance to the data. The standard deviation of data is 3.43 which is way less than half of the mean. It means that the most data was aligned around the mean and the dispersion was small.

Appearance Self-Esteem

The range of data is 3-10. The mean value for dependent variable, appearance self-esteem, was 7.2. This value is very close to the representative mean of the data as the mean lies almost in the center of data. The median and mode of sample were 7 and 7 respectively which were close to normal in accordance to the data. The standard deviation of data is 1.85 which is way less than half of the mean. It means that the most data was aligned around the mean and the dispersion was very small.

Self-Efficacy

The range of data is 16-40. The mean value for dependent variable, self-efficacy, was 30.82. This value is a close to the representative mean of the data as the mean lies close to the center of data. The median and mode of sample were 30 and 30 respectively which were close to normal in accordance to the data. The standard deviation of data is 4.74 which is way less than half of the mean. It means that the most data was aligned around the mean and the dispersion was very small.

Ethnic-Discrimination

The range of data is 13-58. The mean value for independent variable, ethnic discrimination, was 32. This value is a representative mean of the data as the mean lies in the center of data. The median and mode of sample were 33 and 39 respectively which were close to normal in accordance to the data. The standard deviation of data is 10.87 which is way less than half of

the mean. It means that the most data was aligned around the mean and the dispersion was small.

Table 3

Validity and Reliability of scales under study (N = 114)

Variables	Factor Loadings	Cronbach's Alpha
Rosenberg Self-Esteem		0.679
Item 1	0.563	
Item 2	0.608	
Item 3	0.606	
Item 4	0.604	
Item 5	0.627	
Item 6	0.643	
Variables	Factor Loadings	Cronbach's Alpha
State Self-Esteem		0.764
Item 1	0.713	
Item 2	0.497	
Item 3	0.735	
Item 4	0.773	
Item 5	0.637	
Item 6	0.640	
Item 7	0.807	
Item 8	0.769	
Variables	Factor Loadings	Cronbach's Alpha
General Self-Efficacy		

	0.837
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Item 1	0.726
Item 2	0.564
Item 3	0.721
Item 4	0.760
Item 5	0.618
Item 6	0.582
Item 7	0.631
Item 8	0.608
Item 9	0.596
Item 10	0.553

Variables	Factor Loadings	Cronbach's Alpha
Perceived Ethnic-Discrimination Community Version (PEDQCV)		0.911

Item 1	0.597
Item 2	0.635
Item 3	0.836
Item 4	0.751
Item 5	0.739
Item 6	0.733
Item 7	0.663

Item 8	0.805
Item 9	0.737
Item 10	0.626
Item 11	0.721
Item 12	0.682
Item 13	0.572

Interpretation of Validity and Reliability of scales under study (N = 114)

Item numbers are mentioned in the tables instead of the whole question statement as it was taking a lot of space. For detailed questions, appendix section can be referred. The Rosenberg Self-Esteem's Cronbach's alpha was .679, indicating a good internal consistency. All factor loadings were greater than 0.5. Reliability analysis examined the internal consistency of the scale.

Cronbach's alpha was good with the value of .764 in the scale of State Self-Esteem, indicating good internal consistency. Commonalities were examined of items. They were greater than 0.5, except for 1 item that had a lower value but was not excluded due to its close value to 0.5. So, validity is accepted.

Cronbach's alpha was excellent with the value of .837 in the scale of General Self-Efficacy Scale, indicating good internal consistency. Commonalities were examined of items. All of them were greater than 0.5. So, the scale was valid.

Cronbach's alpha was excellent with the value of .911 in the scale of Perceived Ethnic Discrimination community version, indicating excellent internal consistency. Commonalities were examined of items. All of them were greater than 0.5 so the scale was valid.

Detailed results are demonstrated in the Table 3.

Table 4

Descriptive Statistics of Study Variables

Variables	M	SD	Minimum	Maximum
RSES	17.41	2.498	11	24
SSES	24.64	4.726	12	34
GSES	30.82	4.743	16	40
PEDQCV	32.11	10.876	13	58

Interpretation of Descriptive Statistics of Study Variables

In order to assess the relationship between the ethnic discrimination, self-esteem, and self-efficacy, the data was analysed for the scale of PEDQCV, RSES, SSES and GSES. Descriptive statistics were calculated for the mean, standard deviation, minimum and maximum related to the primary study variables mentioned in the present research. Mean is the average score point on each scale, and standard deviation is the average difference from mean. The detailed scores are presented in Table 4.

Table 5

Correlations between Discrimination, Self-Efficacy and Self-Esteem

		PEDQCV	GSEFS	RBSES	SSES
PEDQCV	Pearson Correlation	1	-.185*	-.234*	-.370**
	Sig. (2-tailed)		.049	.012	.000
	N	114	114	114	114
GSEFS	Pearson Correlation	-.185*	1	.471**	.418**
	Sig. (2-tailed)	.049		.000	.000
	N	114	114	114	114

RBSES	Pearson Correlation	-.234*	.471**	1	.592**
	Sig. (2-tailed)	.012	.000		.000
	N	114	114	114	114
SSSSSS	Pearson Correlation	-.370**	.418**	.592**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	114	114	114	114

*. Correlation is significant at the 0.05 level (2-tailed).

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

Interpretation of Correlations

Pearson's correlation was conducted to determine whether there was a linear correlation between the variables under study. Based on the Pearson's correlational coefficients, there is a significant linear correlation between PEDQCV, GSEF, RBSES and SSSES. The detailed results are shown in the table.

Simple Linear Regression

The hypothesis of this study aimed to test whether there is a significant negative relationship between ethnic discrimination, self-esteem and self-efficacy. To examine these predictions, a simple linear regression (SLR) was performed for each variable separately.

Interpretation of Linear Regression Analysis

A simple linear regression was used to determine the prediction level of one independent variable (X) on the dependent variable (Y). It was done to see what effect has the predictor independent variable on the dependent variable. It showed exact value of the increase or decrease on the dependent variable if there is a change on independent variable.

The equation form is

$$Y = a + bX,$$

where b is the slope

and

a is the intercept.

The assumptions for a linear regression model are the following:

- a) the independent and the dependent variables correlate linearly.
- b) the relationship between the independent variables (predictors) cannot be strong, they need to be relatively independent from each other.
- c) The values of the dependent variable are independent from each other

The regressions for each variable are explained below along with the tables:

Table 6

Linear Regression Analysis (a, b, c)

a. Discrimination and Self-Esteem

Coefficients^a

Model		Unstandardized Coefficients		Standardized	R2	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	19.138	.715		0.055	.000
	PEDQCV	-.054	.021	-.234		.012

a. Dependent Variable: RBSES

Interpretation of Discrimination and Self-Esteem

For bivariate analysis, regression was run between the independent variable, Discrimination, and the dependent variable, Self-Esteem. The value of r square was 0.055 (adjusted r square 0.046) which means that there was 5.5% relationship between the two variables. The value of p was 0.012 which nearly significant. The value of standard error was 0.021 which means that there is 88% chance of relationship between discrimination and self-esteem. The value of

standard error was not significant. It must be noted that the value of significance must be interpreted conservatively because random sampling was not done. The beta value of the independent variable, discrimination, was negative, as predicted in hypothesis which means that there is a negative correlation between self-esteem and discrimination. One unit increase in discrimination brings about 0.054 units decrease in self-esteem.

b. Discrimination and Self-Efficacy

Coefficients^a

Model		Unstandardized Coefficients		Standardized	R2	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	33.414	1.373		0.034	.000
	PEDQCV	-.081	.040	-.185		.049

a. Dependent Variable: GSEFS

Interpretation of Discrimination and Self-Efficacy

For bivariate analysis, regression was run between the independent variable, Discrimination, and the dependent variable, Self-Efficacy. The value of r square was 0.034 (adjusted r square 0.026) which means that there was 3.4% relationship between the two variables. The value of p was 0.049 which close significant value. The value of standard error was 0.040. The value of standard error was not significant. It must be noted that the value of significance must be interpreted conservatively because random sampling was not done. The beta value of the independent variable, discrimination, was negative (-0.081), as predicted in hypothesis which means that there is a negative correlation between self-esteem and discrimination. One unit increase in discrimination brings about 0.081 units decrease in self-efficacy.

c. Discrimination and State Self-Esteem

Coefficients^a

Model		Unstandardized Coefficients		Standardized	R2	Sig.
		B	Std. Error	Coefficients		

		B	Std. Error	Beta	
1	(Constant)	29.811	1.293		0.137 .000
	PEDQCV	-.161	.038	-.370	.000

a. Dependent Variable: SSES

Interpretation of Discrimination and State Self-Esteem:

For bivariate analysis, regression was run between the independent variable, Discrimination, and the dependent variable, State Self-Esteem. The value of r square was 0.137 (adjusted r square 0.044) which means that there was 13.7% relationship between the two variables. The value of p was 0.000 which significant. The value of standard error was 0.038. It must be noted that the value of significance must be interpreted conservatively because random sampling was not done. The beta value of the independent variable, discrimination, was negative (-0.161), as predicted in hypothesis which means that there is a negative correlation between performance self-esteem and discrimination. One unit increase in discrimination brings about 0.161 units decrease in sate self-esteem.

Table 7

Independent Sample T-test

		Levene's Test for Equality of Variances			Mean Difference	Std. Error Difference
		F	Sig.	df		
RBSES	Equal variances assumed	.950	.332	112	.19298	.46982

	Equal variances not assumed			110.964	.19298	.46982
GSEFS	Equal variances assumed	.909	.342	112	-.56140	.89090
	Equal variances not assumed			109.701	-.56140	.89090
PSE	Equal variances assumed	2.383	.125	112	.63158	.51354
	Equal variances not assumed			104.431	.63158	.51354
SSE	Equal variances assumed	.130	.720	112	1.05263	.63841
	Equal variances not assumed			111.903	1.05263	.63841
ASE	Equal variances assumed	.109	.742	112	.47368	.34683
	Equal variances not assumed			111.700	.47368	.34683

Interpretation of Independent Sample-T test

Independent sample t-test was run to check the variation of trends between two groups. The p value for self-esteem run against discrimination was not significant (.332). The p-value was large and the first row was interpreted. The degree of freedom was 112. The mean of RSES was 17.5 and of PEDQCV was 17.31. The mean difference between the two groups was 0.192 and standard error difference was 0.469.

Independent sample t-test was run to check the variation of trends between two groups. The p value for self-efficacy run against discrimination was not significant (.342). The p-value was large so the first row was interpreted. The degree of freedom was 112. The mean of GSES was 30.54 and of PEDQCV was 31.10. The mean difference between the above mentioned two groups was -0.561 and the standard error difference between them was 0.89.

Independent sample t-test was run to check the variation of trends between two groups. The p value for performance self-esteem was run against discrimination was not significant (.125).

The p-value was large and the first row was interpreted. The degree of freedom was 112. The mean of PSE was 14.157 and of PEDQCV was 13.526. The mean difference between the two groups was 0.631 and standard error difference was 0.5135.

Independent sample t-test was run to check the variation of trends between two groups. The p value for social self-esteem run against discrimination was not significant (.720). The p-value was large and the first row was interpreted. The degree of freedom was 112. The mean of SSE was 14.15 and of PEDQCV was 13.10. The mean difference between the two groups was 1.0526 and standard error difference was 0.638.

Independent sample t-test was run to check the variation of trends between two groups. The p value for appearance self-esteem run against discrimination was not significant (.332). The p-value was large and the first row was interpreted. The degree of freedom was 112. The mean of ASE was 7.438 and of PEDQCV was 6.96. The mean difference between the two groups was 0.4736 and standard error difference was 0.346.

Multivariate Analysis

The data file was split into two parts based on ethnicity. The Pushtoon group was run into a separate linear regression and Punjabi group was run into a separate linear regression as well. The socio-demographic variables (academic year, employment status) were included to see the trends.

Table 8

Discrimination and Self-Efficacy

GSEFS	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.028	0.054	0.610
Academic Year	-1.470	1.982	0.462
Employment Status	-0.504	1.461	0.732

i. Punjabi Group:

The relationship between the discrimination and general self-efficacy of Punjabis was not significant (0.610). Although there was a negative relationship between self-efficacy and discrimination but it was very small and non-significant as the value of beta was -0.028. The relationship between the academic year and general self-efficacy was negative -1.470 but it was not significant (0.462). The relationship between employment status and self-efficacy was negative (-0.504) but it was not significant (0.732).

GSEFS	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.125	0.060	0.043
Academic Year	-2.639	1.391	0.063
Employment Status	-2.403	1.836	0.196

ii. Pushtoon Group

The relationship between the discrimination and general self-efficacy of Pushtoons was significant (0.043). There was a negative relationship between self-efficacy and discrimination. The value of beta was -0.125. It means that there is 12.5% relationship between the self-efficacy and discrimination of Pushtoons and the relationship is significant. The relationship between the academic year and general self-efficacy was negative -2.639 and it was nearly significant (0.063). The relationship between employment status and self-efficacy was negative (-2.403) and it was not significant (0.196).

Table 9

Discrimination and Social Self-Esteem

SSE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.111	0.039	0.006
Academic Year	-1.726	1.409	0.226
Employment Status	0.806	1.038	0.441

i. Punjabi Group:

The relationship between the discrimination and social self-esteem of Punjabis was significant (0.006). There was a negative relationship between social self-esteem and discrimination, the value of beta was -0.111. The relationship between the academic year and social self-esteem was negative -1.726 but it was not significant (0.226). The relationship between employment status and social self-esteem was positive (0.806) but it was not significant (0.441).

SSE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.121	0.041	0.005
Academic Year	-0.31	0.945	0.974
Employment Status	1.673	1.247	0.185

ii. Pushtoon Group

The relationship between the discrimination and social self-esteem of Pushtoons was significant (0.005). There was a negative relationship between social self-esteem and discrimination. The value of beta was -0.121. It means that there is 12.1% relationship between the social self-esteem and discrimination of Pushtoons and the relationship is significant. The relationship between the academic year and social self-esteem was negative -0.031 and it was

not significant (0.974). The relationship between employment status and social self-esteem was positive (1.673) and it was not significant (0.185).

Table 10

Discrimination and Performance Self-Esteem

PSE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.022	0.038	0.563
Academic Year	-0.728	1.397	0.604
Employment Status	-0.192	1.030	0.853

i. Punjabi Group:

The relationship between the discrimination and performance self-esteem of Punjabis was not significant (0.563). Although, there was a negative relationship between performance self-esteem and discrimination but it was very small and non-significant as the value of beta was -0.022. The relationship between the academic year and performance self-esteem was negative -0.728 but it was not significant (0.604). The relationship between employment status and performance self-esteem was negative (-0.192) but it was not significant (0.853).

PSE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.100	0.038	0.000
Academic Year	-0.118	1.397	0.849
Employment Status	-0.704	1.030	0.390

ii. Pushtoon Group

The relationship between the discrimination and performance self-esteem of Pushtoons was significant (0.000). There was a negative relationship between performance self-esteem and

discrimination. The value of beta was -0.100. It means that there is 10.0% relationship between the performance self-esteem and discrimination of Pushtoons and the relationship is significant. The relationship between the academic year and performance self-esteem was negative -0.118 and it was not significant (0.849). The relationship between employment status and performance self-esteem was negative (-0.704) and it was not significant (0.390).

Table 11

Discrimination and Appearance Self-Esteem

ASE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.009	0.023	0.708
Academic Year	0.103	0.848	0.903
Employment Status	-0.840	0.625	0.185

Punjabi Group:

The relationship between the discrimination and appearance self-esteem of Punjabis was not significant (0.708). Although, there was a negative relationship between appearance self-esteem and discrimination but it was very small and non-significant as the value of beta was -0.009. The relationship between the academic year and appearance self-esteem was positive 0.103 but it was not significant (0.903). The relationship between employment status and appearance self-esteem was negative (-0.840) but it was not significant (0.185).

ASE	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.062	0.021	0.006
SenJun	-0.027	0.496	0.957
EmploymentDummy	-0.525	0.654	0.426

Pushtoon Group

The relationship between the discrimination and appearance self-esteem of Pushtoons was significant (0.006). There was a negative relationship between appearance self-esteem and discrimination. The value of beta was -0.062. It means that there is 6.2% relationship between the appearance self-esteem and discrimination of Pushtoons and the relationship is significant. The relationship between the academic year and appearance self-esteem was negative -0.027 and it was not significant (0.957). The relationship between employment status and appearance self-esteem was negative (-0.525) and it was not significant (0.426).

Table 12

Discrimination and Self-Esteem

RBSES	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.013	0.033	0.700
Academic Year	0.332	1.193	0.782
Employment Status	0.176	0.879	0.842

i. Punjabi Group:

The relationship between the discrimination and self-esteem of Punjabis was not significant (0.700). Although, there was a negative relationship between self-esteem and discrimination but it was very small and non-significant as the value of beta was -0.013. The relationship between the academic year and self-esteem was positive 0.332 but it was not significant (0.782). The relationship between employment status and self-esteem was positive (-0.176) but it was not significant (0.842).

RBSES	Unstandardized Beta	Standard Error	Significant Value
PEDQCV	-0.100	-0.027	0.001

Academic Year	0.227	0.630	0.720
Employment Status	-0.510	0.832	0.542

ii. Pushtoon Group

The relationship between the discrimination and self-esteem of Pushtoos was significant (0.001). There was a negative relationship between self-esteem and discrimination. The value of beta was -0.100. It means that there is 10.0% relationship between the self-esteem and discrimination of Pushtoos and the relationship is significant. The relationship between the academic year and self-esteem was positive 0.227 and it was not significant (0.720). The relationship between employment status and self-esteem was negative (-0.510) and it was not significant (0.542).

Discussion

This research aimed to look at the relationship between discrimination, self-esteem (appearance, social and performance) and self-efficacy. The present research aimed to answer the following research questions:

1. Do Pushtoon students at higher educational institutes of Lahore face discrimination?
2. If yes, then does experiencing discrimination have a negative impact on self-esteem and self-efficacy of Pushtoons?

This research assumed two hypotheses which aimed to measure the impact of stereotypes on the self esteem and self-efficacy of the target (Pushtoon) and control group (Punjabi). The ethnic discrimination has a negative impact on the self-esteem of an individual. The ethnic discrimination has a negative effect on the self-efficacy of an individual. Following are the proposed hypothesis of this study:

1. Pushtoon students experience more ethnic discrimination as compared to Punjabi students.
2. Pushtoon students' Experiences with ethnic discrimination have a negative impact on their self- esteem.
3. Pushtoon Students' experiences with ethnic discrimination have a negative impact on their self efficacy.

The population of this study were the migrant Pushtoon students who are students in Lahore. The target population of this study were all Pushtoon students who are studying at FCCU. The total Pushtoon population of FCCU was 56 at the time of study. Out of the whole population, three students were females. This study excluded the female population from sampling process. It was of no importance to include them because their effects on the whole

population could not be determined. This study saw the effects of discrimination on self-esteem and self-efficacy of Pushtoons by introducing Punjabi students as a control group. The sampling of the Pushtoons was done via non-probability purposive sampling technique. The sampling of the control group, Punjabi population, was done via non-random convenience sampling method. The criterion for selecting the control population was that the samples students were males, were Punjabis and half of the total sample population belonged to hostelite community and half of them were day scholars. The scales used for collecting data were Rosenberg self-esteem scale (RSE), Perceived Ethnic Discrimination Scale (PEDQCV), General Self-Efficacy Scale and State Self-Esteem Scale (SSES). The main findings of this research are that Pushtoons face discrimination at higher institutes of Lahore. And that discrimination has a negative impact on their self-esteem. The discrimination has a negative impact on the self-efficacy of the Pushtoons. The three hypotheses of this research were proven. But the findings for the first hypothesis “Pashtoon students experience more ethnic discrimination as compared to Punjabi students” were significant. But there was not a major difference between the discrimination faced by Pashtuns and Punjabis, both ethnicities faced almost same degree of discrimination, as shown in the above findings. This paved the way for future findings with the help of already introduced control group.

This research found a very interesting finding with the help of introduction of control Punjabi group. It was found that both control and target group face discrimination in FCCU. The interesting fact which was found in this research was that the feeling of discrimination in the control Punjabi group does not change or translate into their self-esteem and self-efficacy. It is interesting to note that the feeling of discrimination of the target population, Pushtoons, translated in self-esteem and self-efficacy. It means that the self-esteem and self-efficacy of Pushtoons gets impacted by the feeling of discrimination. This research found that there are possibly mediating variables between self-esteem, self-efficacy and discrimination as it gets

affected in one case as compared to the other. I applied looking glass-self theory by Cooley (1902). In this theory, the self-perceptions, which are the turning factors of self-esteem, are seen as inseparable from social milieu. Discrimination has a greater negative impact on the Pushtoon students' self-image as they do not have access to the social support or coping mechanism which Punjabis have in their native homeland. Symbolic interactionism was also used to understand the key concepts. There is a process outlined in the Mead's (1934) Symbolic interaction according to which people internalize the ideas and perceptions of significant figures in their lives. Such perceptions which are often stereotypes for other members of the society get internalized by the targets, thus affecting their self-esteem.

Limitations

This research incorporates some limitations. The technique of sampling decreased the generalizability of the research findings. The sampling of the Pushtoons was done via non-probability sampling technique. The sampling of the control group, Punjabi population, was done via non-random convenience sampling method. Due to non-random sampling, the results cannot be generalized. The population was not well represented due to non-random sampling.

The sample was small because it was non-random sample. Due to its small size, it does not represent the entire population and cannot be generalized in other higher educational institutes. The sample size was 114 which was very small in order for the findings to be generalized over the whole population.

This study was cross-sectional which means that the data was collected at one point in time which implies that causality cannot be established. The scales used in this study were not culturally relevant. Self-Esteem and Self-Efficacy are affected by different cultural factors. There can be many questions in the scales which are not culturally relevant as they need a

specific cultural context. As the culturally relevant scales were not available, so the scales which were developed in the global north in last century had to be used.

Another thing must be kept in mind while studying the findings of this research that this study is gender specific as elaborated above. Only male sampling was done for both target and control group because at the time of sampling there were only three female Pushtoon students in FCCU. So, their effects on the whole population could not be determined.

Considering all these limitations, the results cannot be generalized over the whole population and the findings must be interpreted conservatively.

Implications

This research has sociological as well as political implications. It finds how social stereotypes affect the self-esteem and self-efficacy of a particular ethnic group taken in the study, the Pushtoons. It has been found in this research that urban society mainly higher educational institutes discriminate everyone. It is interesting to find that the self-esteem and self-efficacy of both Pushtoons and Punjabis get affected by stereotypes and get discriminated for one reason or the other but this sense of discrimination does not get translated into decrease in self-esteem and self-efficacy. This research applied looking glass-self theory by Cooley (1902). In this theory, the self-perceptions, which are the turning factors of self-esteem, are seen as inseparable from social milieu. Discrimination has a greater negative impact on the Pushtoon students' self-image as they do not have access to the social support or coping mechanism which Punjabis have in their native homeland. Social Support and Social support groups can be made for discriminated groups and equal representation can be given to them in student offices and student led societies. Such implications can be made an integral part of the public policy making or policy making done in the educational institutes.

Future Research

This research found a very interesting finding with the help of introduction of control Punjabi group. It was found that both control and target group face discrimination in FCCU. The interesting fact which was found in this research was that the feeling of discrimination in the control Punjabi group does not change or translate into their self-esteem and self-efficacy. It is interesting to note that the feeling of discrimination of the target population, Pushtoons, translated in self-esteem and self-efficacy. It means that the self-esteem and self-efficacy of Pushtoons gets impacted by the feeling of discrimination. This research found that there are possibly mediating variables between self-esteem, self-efficacy and discrimination as it gets affected in one case as compared to the other.

The future research can find those mediating variables which cause the discrimination to affect the self-esteem and self-efficacy. Future research can also look at the effects of group cohesion of ethnic group, which is discriminated, on their self-esteem and self-efficacy.

Recommendations

This research recommends that Social Support must be provided and social support groups be made for discriminated groups and equal representation can be given to them in student offices and student led societies. Such implications can be made an integral part of the public policy making and policy making done in the educational institutes.

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Appendix A: Informed Consent Form

Date:

Dear Respondent,

You are invited to participate in research titled “Impact of stereotypes on the self-esteem and self-efficacy of Pashtoon students of FCCU.” This study aims to see that whether they face discrimination in Lahore and have affect on their self-esteem and self-efficacy. This research also aims to look at the effects of engagement to a support group as a coping mechanism. Specifically in the case of FCCU and elsewhere, it has been noted that Pashtoon students have a very strong formal/informal support group for themselves This research aims to know whether engagement with that group has an effect on their psyche self-esteem, self-efficacy. The attached questionnaire will only require your 10-15 minutes approximately to answer. There is no compulsion for responding nor is there any kind of known risk. The information provided through these surveys will not be provided to a third party and the protection your identity and your personal information will be completely ensured. The participation in study is completely voluntary. You have the full legitimate right to withdraw from this at any point. By signing this form, you will be agreeing that you have read the above provided information and you are giving your consent to participate this research study.

Name of the participant:

Signature of Researcher: Amna Munir

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Appendix B: Research Instruments

Demographic Scale:

Age:	Years			
Gender:	Male	Female	Other: _____	
Ethnicity:	Pushtoon/Punjabi			
Place of birth:				
Employment status:				
Year in university:	Freshman	Sophomore	Junior	Senior

Rosenberg Self-Esteem scale:

1. At times I think I am no good at all.
 - a. Strongly Agree b. Agree c. Disagree Strongly Disagree
2. I feel that I have a number of good qualities.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
3. I am able to do things as well as most other people.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
4. I feel I do not have much to be proud of.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
5. I feel that I'm a person of worth, at least on an equal plane with others.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
6. All in all, I am inclined to feel that I am a failure.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
7. I take a positive attitude toward myself.
 - a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

State Self-Esteem Scale:

1. I feel confident about my abilities.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
2. I am worried about whether I am regarded as a success or failure.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
3. I feel that others respect and admire me
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
4. I feel self-conscious.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
5. I feel displeased with myself.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
6. I am worried about what other people think of me.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
7. I feel inferior to others at this moment.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely
8. I feel concerned about the impression I am making.
a. Not At All b. A Little Bit c. Somewhat d. Very Much e. Extremely

General Self-Efficacy Scale (GSE)

1. I can always manage to solve difficult problems if I try hard enough
a. Not at all true b. hardly true c. moderately true d. exactly true
2. If someone opposes me, I can find the means and ways to get what I want.
a. Not at all true b. hardly true c. moderately true d. exactly true
3. It is easy for me to stick to my aims and accomplish my goals.
a. Not at all true b. hardly true c. moderately true d. exactly true
4. I am confident that I could deal efficiently with unexpected events.

- a. Not at all true b. hardly true c. moderately true d. exactly true
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
- a. Not at all true b. hardly true c. moderately true d. exactly true
6. I can solve most problems if I invest the necessary effort.
- a. Not at all true b. hardly true c. moderately true d. exactly true
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
- a. Not at all true b. hardly true c. moderately true d. exactly true
8. When I am confronted with a problem, I can usually find several solutions.
- a. Not at all true b. hardly true c. moderately true d. exactly true
9. If I am in trouble, I can usually think of a solution
- a. Not at all true b. hardly true c. moderately true d. exactly true
10. I can usually handle whatever comes my way.
- a. Not at all true b. hardly true c. moderately true d. exactly true

PEDQ-CV

How often have any of the things listed below ever happened to you, because of your ethnicity?

BECAUSE OF YOUR ETHNICITY/RACE... A. How often . . .

1. Have you been treated unfairly by teachers, principals, or other staff at school?
2. Have others thought you couldn't do things or handle a job?
3. Have others threatened to hurt you (ex: said they would hit you)?
4. Have others actually hurt you or tried to hurt you (ex: kicked or hit you)?
5. Have others threatened to damage your property?
6. Have others actually damaged your property?
7. Have others made you feel like an outsider who doesn't fit in because of your dress, speech, or other characteristics related to your ethnicity?

8. Have you been treated unfairly by co-workers or classmates?
9. Have others hinted that you are dishonest or can't be trusted?
10. Have people who speak a different language made you feel like an outsider?
11. Have others ignored you or not paid attention to you?
12. Has your boss or supervisor been unfair to you?
13. Have people not trusted you?

Appendix C: IRB Approval Certificate



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

INSTITUTIONAL REVIEW BOARD APPROVAL CERTIFICATE

(DUPLICATE)

IRB Ref: IRB-392/05-2022

Date: 18-05-2022


Project Title: Impact of Stereotypes on the self-esteem and self-efficacy of Pashtoon Students of FCCU.

Principal Investigator: Amna Munir

Supervisor: Dr. Muhammad Vaqas Ali

The institutional review board has examined your project in the IRB meeting held on 23-11-2022 and has approved the proposed study. If during the conduct of your research, any changes occur related to participant risk, study design, confidentiality or consent, or any other change then IRB must be notified immediately.

Please be sure to include the IRB reference number in all correspondence.


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Chairman, IRB
HEC Distinguished National Professor (Biotechnology)
Dean Postgraduate Studies
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