A STUDY OF SELF-ESTEEM AMONG UTAR PSYCHOLOGY STUDENTS

ANDREA CHAN HUAN WEN

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF SOCIAL SCIENCE(HONS) PSYCHOLOGY
FACULTY OF ARTS AND SOCIAL SCIENCE(FAS)
UNIVERSITI TUNKU ABDUL RAHMAN

MARCH 2011

A STUDY OF SELF-ESTEEM AMONG UTAR PSYCHOLOGY STUDENTS

ANDREA CHAN HUAN WEN

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF SOCIAL SCIENCE(HONS) PSYCHOLOGY
FACULTY OF ARTS AND SOCIAL SCIENCE(FAS)
UNIVERSITI TUNKU ABDUL RAHMAN

MARCH 2011

ACKNOWLEDGEMENTS

It would be impossible to complete this thesis without the assistance and cooperation of these individuals. Firstly, I would like to thank my family, I am truly grateful to my parents for their support and encouragement throughout this period of studying. I am also truly thankful for my two brothers who have been helping me whenever I need them including Cheng Wern Loong who is also like a family who have given tremendous support and love during this times. Besides, I would like to thank several friends whose continuous support and wise counsel I value and appreciate immeasurably: Mar Pei Zhoung, Lim May Lan, Yap Qian Siu and Melissa Oon who gave me moral support and help when I needed. Lastly, I would like to thank my supervisor Dr Kok Jin Kuan who have guided me through the process of the final year project.

To every one of you, I thank you. This thesis has been completed by having all of your efforts and contributions.

ANDREA CHAN HUAN WEN

Approval Form

This research paper attached hereto, entitled “Self-esteem among Universiti Tunku Abdul Rahman (UTAR) Psychology Students” prepared and submitted by” Andrea Chan Huan Wen” in partial fulfillment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

_____ Date:_____

Supervisor

Dr Kok Jin Kuan

ABSTRACT

The present study seeks to identify the self-esteem among University Tunku Abdul Rahman (UTAR) Psychology students in Malaysia. This study was conducted on 100 undergraduate Bachelor of Social Science (Hons) Psychology students from Faculty of Arts and Social Science (FAS) in UTAR Kampar campus. The Rosenberg Self Esteem Scale was used to measure the self-esteem among the students. This study showed that students' with higher academic performance will have a higher self-esteem. This study also found that there was a significant difference between male and female students in their in self-esteem where males were seen to have a higher self-esteem compared to females. Next, students' from two-parent family were found to a higher self-esteem compared to students' from single-parent family. Lastly, this study also found that there was a significant positive correlation between parents' education and students' self-esteem. As a result, the findings of this study have important implications for students, educators and counsellors where the understanding on self-esteem may broaden their knowledge on others and themselves.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Name : ANDREA CHAN HUAN WEN
Student ID: 08AAB07925
Signed : _____

Date : 28th March 2011

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

Background of Study

Self –esteem has been seen as one of the strongest research topic in psychology (Gebauer, Riketta, Broemer, & Maio, 2008). Self-esteem can be defined as an overall evaluation of your worth as a person, high or low, based on all the positive and negative self perceptions that make up your self-concept (Bailey, 2003). In a study conducted by Bailey (2003), he stated that in its most complete state, self-esteem is the summary judgment of everything a person can assess about himself or herself such as (1) who one is (i.e. one's philosophy of life and character); (2) what one does (i.e. one's tangible and/or intangible work products regarding people, nature, objects, or oneself); (3) what one has (i.e. one's inherent, developed, or acquired qualities and quantities); (4) the different levels in how one appears (i.e. one's physical body, personality, and reputation); and (5) to whom or what one is attached (e.g. God, a concept, a "special" person or group, money, possessions, or power). All of this would contribute to the development of a person's self-esteem.

Development of self-esteem. Besides, self-esteem is seen to be shaped both by the degree of discrepancy between a person's goals and the accomplishments, and by the degree of emotional support perceived from parents and peers (Tam & Fatimah Yusooff, 2009). Self-esteem would also develop out of a person's experience with success and failure (Tam & Fatimah Yusooff, 2009). This would mean that if a person succeeds in a certain task and gets a positive feedback from the others about the performance, he or she would develop a greater self-esteem. However, when the discrepancy is large, this person will see himself or herself as failing to live up to the own goals or values and thus result in a lower self-esteem. It is this global evaluation of one's own worth that is usually referred to as self-esteem (Tam & Fatimah Yusooff, 2009).

Self-esteem is a fundamental part of a person's experience and quality of life (Crocker & Wolfe, 2001). A positive self-evaluation is a vital predictor of one's general well-being and degree of adaptation to the social context, as well as a powerful factor in protecting against psycho-social risks in adolescence (Forzi & Not, 2003). In other words, a negative self-evaluation of a person will be seen to cause psycho-social risks in adolescence. Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir and Kumar (2009) found that the development of full human potential is enhanced through high self esteem for people of all ages. Self –esteem is also a vital factor that affects the level of proficiency in all fields of endeavour (Habibollah Naderi et al., 2009). Therefore, self-esteem in a person plays an important role in improving a person's competency and proficiency which eventually can development the person to his or her full human potential.

Importance of self-esteem. Self-esteem construct is recognized today to be a major factor in learning outcomes (Lawrence, 2000). A recent research has consistently shown a positive correlation between how people value themselves and the level of their academic attainments (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009). Therefore, it has been seen that those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. Furthermore, self esteem is seen to be a factor in job success, school achievement, interpersonal compatibility and general happiness. Hence, self esteem construct has been recognized today as the major factor in learning outcomes. For the focus of this study, we will only emphasize on some of these factors on adolescence self-esteem which are parents, socioeconomic status (SES)[parent's educational background and family structure] and academic performance of adolescences.

Parents' influence on self-esteem. Another major influence on a child's self-esteem is the overall sense of support the child feels from the important people around, particularly

parents and peers (Tam & Fatimah Yusooff, 2009). In fact, from a research done by Mandura and Murray (2000), they found that parental functioning has been shown to have a positive effect on self-esteem. Therefore, it would seem that individuals who perceived the presence of supportive family are more likely to feel a greater sense of self-esteem. Besides, parental support can come from either the father or mother, however if this child come from a single parent family they might lack parental support from either one. As seen in Yongmin (2001), a substantial amount of family research has provided convincing evidence that children of divorce tend to experience more psychological, social, and academic difficulties than their peers raised in households with two biological parents. Therefore, as seen also in Parke and O'Neil (2000), parents in conflicted marriages had a poor parenting style that was characterized as cold, unresponsive, angry, and deficient in providing structure and setting limits. Children under such rearing style tend to show a lot of anger and rebelliousness when interacting with their parents.

Socioeconomic status (SES) influence on self-esteem. Ersoy, Ozcan and Agargun (2008), found that the level of education and income were in positive correlation to self-esteem. In the study by Ho (2003), the SES composed of four variables which are occupation and education of mother and father. Therefore, parents of higher SES are also seen to more likely provide "expensive resources" such as encyclopedias, a computer, a car, overseas travel, and music classes (Ho, 2003). Upper-class parents also have a tendency to provide independent study rooms or desks for their children. They are also more likely to possess reading materials such as dictionaries, reference works, and fiction. Parents of higher SES also tend to keep contact with the teachers, be volunteers in school activities, donate resources, and participate in a variety of school activities (Ho, 2003).

As self-esteem is the summary judgment of everything a person can assess about himself or herself such as who one is, what one does, what one has, the different levels in

how one appears and to whom or what one is attached to, this self-esteem would affect the development of a person. Therefore, self-esteem in a person plays an important role in improving a person's competency and proficiency which eventually can develop the person to his or her full human potential. Besides, self esteem construct has been recognized today as the major factor in learning outcomes. This would be one of the factors which would determine a person's success. For this study, the focus will be on students' academic performance, family status, gender and parents' education which would lead to the development of self-esteem.

Statement of Problem

The development of a healthy self-esteem has been viewed to be an important indicator of psychological adjustment, with self-esteem being related to numerous emotional, cognitive, and behavioural variables (Leary & MacDonald, 2003). Therefore, if low self-esteem is compounded by difficult school transitions, a troubled family life, an individual's problem can intensify. According to a study conducted by Harter, self-esteem when coupled with other factors would result in homicide and eating disorders (as cited in Tam & Fatimah Yusooff, 2009). Moreover, in another study, individuals who were engaged in violent thinking showed fluctuating self-esteem, had more conduct problems, and had a history of humiliating events that threatened their egos (McCarley & Harter, 2004). Therefore, to prevent these psycho-social problems, it is important to understand the normative self-esteem trajectory which may inform interventions that are designed to promote self-esteem in critical developmental stages, such as young adulthood (Orth, Robins & Trzesniewski, 2010). Self-esteem is a target of interventions because it prospectively predicts better physical health, less criminal behaviour, lower levels of depression, and greater achievement and economic wealth (Orth, Robins, Trzesniewski, Maes, & Schmitt, 2009).

Purpose of study

The main purpose of this study is to examine the self esteem among University Tunku Abdul Rahman (UTAR) undergraduate students in Kampar. The next purpose is to identify the effect of students' academic performance on their self esteem. Another purpose is to identify the gender difference of self esteem among the undergraduate students. Next, is to identify students' family structure on the self-esteem on the students. Lastly, is to identify the parent's educational background on students' self esteem.

The research topic of this study is:

Self esteem among UTAR Psychology undergraduate students.

The research questions of the study are:

1. Is there any significant correlation between students' academic performance and their self esteem?
2. Is there any significant difference between male and female students' self esteem ?
3. Is there any significant difference in the students' family structure and their self esteem ?
4. Is there any significant correlation between parents' educational background and the self-esteem of students?

The independent variables are academic performance, gender difference, family structure and parent's educational background. The dependent variable is the self esteem among the UTAR undergraduate students.

Hypothesis

For the first research question which is to find out if there are any significant correlation between students' academic performance and their self esteem. Therefore, for this first research question, the research hypothesis is there is a significant correlation between students' academic performance and their self-esteem. Besides, for the null

hypothesis is there is no significant correlation between academic performance and student's self-esteem.

Next, for the second research question which seek to identify if there is any significant difference between male and female students' self esteem. The research hypothesis for this second research question is there is a significant difference between male and female students' self-esteem. However, for the null hypothesis, there is no significant difference between male and female students' self-esteem.

The third research question is to find out if there is any significant difference in the students' family structure and their self esteem. For this research question, the research hypothesis shows that there is a significant difference in students' family structure and students' self-esteem. On the other hand, the null hypothesis shows that there is no significant difference in students' family structure and students' self-esteem.

Lastly, for the fourth research question, it seeks to the significant correlation between parents' educational background and the self-esteem of students. The research hypothesis for this research question is there is a significant correlation between parents' educational background and the self-esteem of students. The null hypothesis states that there is no significant correlation between parents' educational background and the self-esteem of students.

Significance of study

Self esteem has been seen to play an important role in the development of individual's potential and ability in different fields. By understanding its role, this can help enhance individual's capability to perform better in various fields. Besides, by identifying the relationship of self esteem with academic performance, socioeconomic status (parent's education background and family status) and gender, educators, counsellors and even individuals themselves can understand others or themselves better. According to Habibollah

Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar (2009), they stated that for people of ages, the development of full human potential is enhanced through high self esteem. Therefore, by having a clearer understanding of self-esteem, people of all ages may be able to upgrade themselves to reach their full human potential or actualization by having high self-esteem. Besides, by having a positive self evaluation it can predict one's general well being and degree of adaptation to the social context, as well as a powerful factor in protecting against psycho-social risks in adolescence (Pepi, Faria & Alesi, 2006). Longmore, Manning, Giordano, & Rudolph (2004) also revealed that such efforts might improve adolescents' psychological well-being. Therefore, protecting and enhancing a person's self esteem is important in protecting against psycho-social risks in people.

Definition of concepts

Self-esteem. Malbi and Reasoner (2000) stated that self –esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living (Malbi & Reasoner (2000).

Besides, Baumeister, Campbell, Krueger and Vohs (2003) defined self-esteem as how much value people place on themselves and it is the evaluative component of self knowledge. Self-esteem was also categorized into two levels which were high self-esteem and low self-esteem. High self-esteem refers to a highly favourable global evaluation of the self and low self-esteem, by definition, refers to an unfavourable definition of the self. (Baumeister, Campbell, Krueger & Vohs, 2003). Thus, high self-esteem was referred to an accurate,

justified, balanced appreciation of one's worth as a person and one's successes and competencies, but it can also refer to an inflated, arrogant, grandiose, unwarranted sense of conceited superiority over others (Baumeister, Campbell, Krueger & Vohs, 2003). On the other hand, low self-esteem can be either an accurate, well-founded understanding of one's shortcomings as a person or a distorted, even pathological sense of insecurity and inferiority (Baumeister, Campbell, Krueger & Vohs, 2003).

Moreover in another research done by Pepi, Faria and Alesi (2006), self esteem is defined as feelings of self competence and self worth. Therefore, high self esteem is viewed to be related with personal conceptions oriented more toward the incremental end of the continuum, to a view of oneself as active and capable of promoting change through effort, and of setting goals which involve learning new things (Pepi, Faria & Alesi, 2006).

According to Battle (as cited in Ho, 2003), self-esteem in defined as a subjective, evaluative phenomenon which determines the individual's characteristic perception of self-worth. In the research conducted by Ho (2003), she stated that the concept of self-esteem and self-concept are often confused. Researchers have argued that "self-concept" is a concept that thoroughly "describes" oneself, whereas "self-esteem" differs in being an evaluative judgment of one's self or "self-worth." (Ho, 2003).

The operational definition of self-esteem is the measurement of self-esteem scores using the Rosenberg Self Esteem Scale (RSES). The RSES items were designed to represent a continuum of self-worth statements ranging from statements that are chosen by individuals with low self-esteem to statements that are only selected by individuals with high self-esteem (Martin-Albo, Núñez, Navarro & Grijalvo, 2007). The RSES was also found to have a positive correlation with self-esteem and the five self-concept dimensional which are academic, social, emotional, family and physical (Martin-Albo et al., 2007). The scores for

the self-esteem can ranged from 0 to 30 where 0 is the lowest score for self-esteem and 30 is the highest score for self-esteem when using the RSES to measure.

Academic achievement. In a study by Young (2010), academic engagement is a meta-construct which integrates theories of learning and motivation into a useful model that will extend our thinking about ways in which teaching and learning may be enhanced. This academic engagement has been recognized as a crucial issue in learning and academic success at the university level (National Survey of Student Engagement, 2006). Academically engaged students were characterized by positive conduct, class participation, involvement in the learning task, high effort and persistence, positive attitudes, and self-regulation of their learning (Young, 2010).

The operational definition for the academic achievement is measured through the Cumulative Grade Point Average (CGPA), which was computed based on participants' grades of principal subjects. The CGPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.

Gender. Fagot, Leinbach, Hort and Strayer (1997) defined gender as a social category system based upon biological differences. Besides, Galliano (2003) defined gender as the behaviours and cognitive processes that are comparatively distinctive for women and men in particular society.

The operational definition of gender is according to the biological sexes which are either male of female. Therefore, there are only two categories used which is male or female.

Family structure. Carlson and Corcoran (2001), categorized family structure into single family and married family. They defined single parents as never married, divorced, widowed, and separated mothers and male parent in a two-parent home can be either the biological father or a stepfather (Carlson and Corcoran, 2001). Passmore, Fogarty, Bourke

and Baker-Evans (2005) defined nuclear family or two-parent family as heterosexual, married nuclear households with biological children.

The operational definition of family structure is divided into two categories which are single parent family and two-parent family. Single parent family would include single parent never married, divorced and widowed. Next, two parent family would be the two biological parents either married or non-married.

Parents' education. The operational definition of parents' education is attainment of parents' highest level of education. These levels of education are divided into three levels which are primary, secondary and tertiary.

Theoretical Framework

Self-esteem has been conceptualized as an outcome, motive, and buffer (Cast & Burke, 2002). Identity theory has been chosen to provide a theoretical framework for the integration of the various conceptualizations of self-esteem. The integration of identity theory on self-esteem suggests that the verification of an identity produces feelings of competency and worth, increasing self-esteem (Cast & Burke, 2002). Therefore, individuals who are able to verify with the group-based identities by altering or maintaining meanings in the situation that match the meanings in their identities, self-esteem increases through such efficacious action (Cast & Burke, 2002). This theory suggests that that self-esteem can be understood as a central component of basic identity processes (Cast & Burke, 2002).

Self-esteem is composed of two distinct dimensions which are the worth-based and efficacy-based self-esteem. The competence dimension (efficacy-based self-esteem) is viewed as the degree to which people see themselves as capable and efficacious (Cast & Burke, 2002). The worth dimension (worth-based self-esteem) is the degree to which individuals feel they are persons of value (Cast & Burke, 2002).

For the first dimension which is efficacy-based self-esteem, it is more likely to result from self-attributions (Cast & Burke, 2002). For example, an individual may strive to maintain low levels of absentees from classes. Hence this individual will make sure that classes are missed as little as possible. Therefore, different types of behaviours will be applied to achieve the low levels of absentees from classes. As a result, when these behaviours enable this individual to maintain high levels of attendance to classes, he or she is likely to feel in control of the situation around which consequently results in efficacy-based self-esteem. Besides, efficacy-based self-esteem will decrease when the individual is unable to control the events around. Furthermore, if the individual receives positive feedback that acknowledges the high level of attendance to classes, this individual will feel that that the behaviours are valued, thereby increasing the worth-based self-esteem. However, if the individual feel rejected and unappreciated, this will thus reduce the worth-based self-esteem. In this way, self-esteem is gained and lost through self-verification processes.

CHAPTER 2

LITERATURE REVIEW

Academic achievement and self-esteem. Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir and Kumar (2009) stated that in the relationship between self esteem and academic achievement, high self esteem was found to facilitates academic achievement. This research also showed a positive correlation between how people value themselves and the level of their academic attainments (Habibollah Naderi et al., 2009). This study assumed self esteem as a possibility reason for high academic achievement where good academic grades enhance one's sense of worthiness and competence (Habibollah Naderi et al.). Furthermore, in another research, they found that self esteem has a positive effect on grades (Owens, Mortimer & Finch, 1996). From these studies we can see that those who feel confident of themselves would generally achieve more, while those who lack confidence in themselves would achieve less. In other words, those that have high self esteem are more likely to achieve a greater academic achievement.

However, unlike the research above which found that high self-esteem would increase the academic achievement, other researchers found that an adequate or moderate amount of self esteem is related to the good performance in academic task. Baumeister, Campbell, Krueger and Vohs (2003) stated that the modest correlations between self-esteem and school performance do not specify that high self-esteem leads to good performance. Instead, Baumeister et al. (2003) stated that high self esteem is partly the result of good school performance. According to Luhtanen, Cooper and Bouvrette, adequate self esteem has been related to the capacity to cope with academic tasks by employing effective study methods and

actively participating in the learning process, both of which are involved in achieving set goals (as cited in Pepi, Faria & Alesi, 2006)..

Besides, in another study, high levels of academic achievement have been found to result in a more positive self evaluation of a student which in turn develops higher self esteem. The researchers stated that students with high levels of academic achievement make a more positive self evaluation in academic areas than students with low levels of academic achievement, who in turn evaluate themselves more positively in areas that are not related to school such as areas involving interpersonal aspects and/or the athletic competence area (Alves-Martins, Peixoto, Gouveia-Pereira, Amaral, & Pedro, 2002). The researchers explained that students with different levels of achievement normally involve self esteem protection mechanisms that are activated when a person's self esteem is threatened (Alves-Martins et al., 2002). Self-directed school experiences, like democratic patterns of parental control, may foster internally motivated behaviour (Owens, Mortimer & Finch, 1996). Therefore, this study expected that if students develop an intrinsic motivation toward schoolwork, these experiences will have positive implications for self esteem (Owens, Mortimer & Finch, 1996). According to Skaalvik's research, self esteem and school achievement is related to the motivation to maintain or enhance positive self evaluation (as cited in Alves-Martins, Peixoto, Gouveia-Pereira, Amaral & Pedro, 2002). However, these findings are different than the findings of the other researchers stated earlier where self-esteem was seen to be the cause of better academic performances. These findings showed that academic performance would moderate the effect of a better self-esteem.

Self-esteem also had a direct impact on school adjustment at school where adolescents who accounted for a lower self-esteem showed a low level of adjustment at school (Aunola, Stattin & Nurmi, 2000). Rozumah Baharudin and Sheereen Zulkefly (2009) found that students with lower self esteem performed better in their academics. According to Pullman

and Allik students with higher academic performance are more self-critical compared to students with moderate academic performance in academics (as cited in Rozumah Baharudin & Sheereen Zulkefly, 2009).

Therefore, it can be seen that the causal relationship between self esteem and academic achievement can be bidirectional. While self esteem is powerfully influenced by results achieved and appreciation shown by others from primary school on, it is also a good predictor of academic success (Pepi, Faria & Alesi, 2006). Besides, in another study the analysis also showed that students with a low level of achievement possess a self esteem that is considerably lower than that of students with a high level of achievement (Alves-Martins, Peixoto, Gouveia-Pereira, Amaral & Pedro, 2002)

Besides, in another research, high school self esteem was found to exert no significant causal influence on educational achievement (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009). Maruyama et al. also shown no significant relationship existed between self esteem and achievement analyzed data was longitudinal, thereby allowing better, specification of interrelations between self esteem and achievement (as cited in Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009).

Gender and self-esteem. Gender, is generally asserted to impact upon the growth, demonstration and manifestation of self esteem (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009). As for gender differences, females in self esteem scored higher than males (Habibollah Naderi et al., 2009). A research indicated that, there are significant gender differences in self esteem and it showed that gender has the strongest unique effect on student self esteem (Habibollah Naderi et al.). However in another research, it showed that female and male students did not show any significant difference in self esteem; moreover females outperformed their male counterparts in academic (Rozumah

Baharudin & Sheereen Zulkefly, 2009). Pomerantz, Altermatt and Saxon, showed that females perform better in their academic compared to their males (as cited in Rozumah Baharudin & Sheereen Zulkefly, 2009). Specifically according to Cross and Madson, male self esteem seems to be more influenced by goals related to independence and autonomy, while female self esteem is more closely defined by goals characterized by sensitivity and interdependence (Pepi, Faria & Alesi, 2006). Lastly in another research, low self esteem was found to be more common in girls than boys (Aunola, Stattin & Nurmi, 2000).

Family structure and self-esteem. According to a research conducted by McLanahan and Sandefur, children reared in single-parent families do not fare as well as those reared in two parent families ,on average, regardless of race, education, or parental remarriage and they are more likely to experience increased academic difficulties and higher levels of emotional, psychological, and behavioural problems (as cited in Carlson & Corcoran, 2001). This study also found that single-parent families have been associated with lower self-esteem (Carlson & Corcoran, 2001). Another study also supported the findings that children of divorce which is under single-parent family, tend to fare less well than peers raised in families with two biological parents (Yongmin, 2001). Therefore, it has been viewed that a substantial amount of family research has provided convincing evidence that children of divorce tend to experience more psychological, social, and academic difficulties than their peers raised in households with two biological parents (Yongmin, 2001).

It was found that when two parents are present in the child's home, they share the responsibility of monitoring the child's activities, providing encouragement and discipline as needed (Carlson & Corcoran, 2001). However, when parents live apart, the residential parent often becomes the primary (or sole) provider of both economic and parental resources, and thus competing time demands necessarily entail less investment in monitoring and socializing children (Carlson & Corcoran, 2001). Hence, the non residential parent is less involve with

the activities of the child and therefore as less regular interaction and involvement in day-to-day activities (Carlson & Corcoran, 2001).

Parents' education and self-esteem. Ersoy, Ozcan and Agargun (2008), found that the level of education and income were in positive correlation to self-esteem. Another finding also found that the level of education is positively correlated to self-esteem (Scott, 2004). In this study they stated that parents who themselves have had the benefits of higher education can pass on values concerning the importance of learning to their children (Scott, 2004). In addition, they also stated that parents' educational level influences the cultural environments in which children are raised (Scott, 2004). However, in another study, parental education is negatively related to adolescents' self-esteem (Ross & Broh, 2000). This is because well-educated parents expect more from their children, so that at the same level of academic achievement, adolescents with well-educated parents do not feel as good about themselves as do those whose parents are less educated (Ross & Broh, 2000)..

CHAPTER 3

METHODOLOGY

Research Design

This study is a quantitative research design where the aim of this research is to determine the relationships between self-esteem and the independent variables in this study which are academic achievement, gender, family structure and parents' educational background. This research is conducted through the survey research from descriptive

methods. To be more precise, cross-sectional design is used, which means one or more of the samples of the population were selected and information collected from the samples at one time. Convenience sampling method was used to select the participants and the main instrument is the questionnaire which is the Rosenberg Self Esteem Scale.

Participants

The participants used were 100 undergraduate students from Faculty of Arts and Social Science (FAS) in University Tunku Abdul Rahman; which were specifically from Bachelor of Social Science (Hon) Psychology course. The students' ages ranged from 20 to 26. The 100 undergraduate students were divided equally between male and female which were 50 males and 50 females. They were selected using convenience sampling method which was based on their availability to participate.

Venue

The research was conducted within University Tunku Abdul Rahman's compound. Questionnaires were distributed and collected in the lecture hall to students.

Instruments

Self esteem. We assessed the students's level of self esteem by using a 10 items scale developed by Rosenberg. The Rosenberg Self Esteem Scale is made up of 10 items that refer to self-respect and self-acceptance rated on a 4-point Likert-type scale, ranging from 1(strongly disagree) to 4(strongly disagree) (Martin-Albo, Núñez, Navarro & Grijalvo, 2007). The Rosenberg Self Esteem Scale has a unidimensional structure. Items 1, 3, 4, 7, and 10 are positively worded and items 2, 5, 6, 8, and 9 negatively worded. We reverse scored the five items that were negative in nature so that higher scores would indicate higher level of self esteem. The self-esteem score calculated from the Rosenberg Self Esteem Scale where scores ranging from 0 to 30 where 0 is the lowest self-esteem and 30 is the highest self-esteem. The

reliability of the instrument for measuring students' general self-esteem is 0.8329 (Ho, 2003). Martin-Albo, Núñez, Navarro and Grijalvo (2007) found that the internal consistency and test-retest correlation were good which supports the reliability of this scale. It was also found that there is justification of the use of the Rosenberg Self Esteem Scale in the university context to assess self-esteem (Martin-Albo et al., 2007).

Academic achievement

Academic achievement was measured through the Cumulative Grade Point Average (CGPA), which was computed based on participants' grades of principal subjects. The CGPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009). The student's academic achievement used was based on their mid year examination result. It is the aggregate or the total grade points in the mid year examination. Each university subject in the examination is graded along one hundred (or four)-point scale, the best grade point being one hundred (or four) and the lowest being zero (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009). In Malaysian universities, there is a four mark grading system ranging from 1(very weak) to 4(very good) (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir & Kumar, 2009).

Family Structure. The family structure is categorized into two-parent family (1) and single-parent family (2). This single-parent family comprised of single parent never married, divorced and widowed. Next, two parent family would be the two biological parents either married or non-married.

Parents' Education. Parents' education was measured by mother's or father's education, whichever was the highest, scored as the highest degree achieved. Three levels of

education levels were used which are 1= Primary Education, 2= Secondary Education and 3= Tertiary Education.

Research Procedure

The questionnaires were distributed in a lecture class of Bachelor of Social Science (Hon) Psychology students. The class was given 100 set of questionnaires whereby 50 males and 50 females randomly selected to answer the questionnaires. Once they had completed the questionnaires, it was collected back by the researcher. No missing data was found throughout the whole process, thus, we could proceed with analyzing the data.

Data Analysis

The data's were analyzed using the Pearson correlation and T-test between independent sample means.

CHAPTER 4

FINDINGS AND ANALYSIS

As stated, the first research question is whether there is there any significant correlation between student's academic performance and their self-esteem. Through this research question, we can see how the changes in one variable affect the other. Therefore, Pearson correlation is applied.

Before we start to calculate the correlation coefficient, we need to list out the X and Y and compute X^2, Y^2 and XY. The academic performance was represented with number 1–4 with 1 indicating poor academic performance which ranged from 0.0 – 0.9999 cgpa, 2 will show low performance which ranged from 1.0 – 1.9999 cgpa, 3 representing moderate academic achievement ranged from 2.0 – 2.9999 cgpa and number 4 signifying good performance ranged from 3.0 – 3.9999 cgpa. To illustrate the students' academic performance (X) and self-esteem level (Y), Table 1.0 in Appendix shows the X, X^2, Y, Y^2 and XY. Please refer to Appendix 1.1 for the calculation of correlation coefficient.

Since the correlation coefficient can be either positive or negative whereby the value with negative sign means a negative correlation and value with positive sign signify positive correlation. So, we use absolute value to compare with the critical value 0.4689 with absolute value is greater than 0.195, thus the academic performance and self-esteem correlation coefficient can be considered a real correlation. In conclusion, the results of Pearson Correlation showed that there was a significant positive correlation between students' academic performance and self-esteem, $n(100) = 0.4689$, $p<0.05$. Therefore, the higher the academic performance of students, the higher their self-esteem level.

As for the second research question, T-test between independent sample means is used to analyze the significant difference between male and female students' self-esteem. The research hypothesis would be there is a significant difference between male and female students' in their self-esteem. The null hypothesis would be there is no significant difference in male and female students' self-esteem. The data is found in Table 2 in Appendix 2.0. Please refer to Appendix 2.1 for the calculation part for this question.

In conclusion, the result of *t-test between independent sample means* showed that there was a significant difference between male and female students in their in self-esteem, $t(100) = 3.123$, $p < 0.05$. Male students significantly have a higher self-esteem than female students. Therefore, the null hypothesis is rejected.

Next, the third research question, T-test between independent sample means is used to analyze the significant difference among students' self-esteem in two parent families and single parent families. The research hypothesis would be there was a significant difference between students' self-esteem in two parent families and single parent families. The null hypothesis would be there is no significant difference between students' self-esteem in two parent families and single parent families. The data is organized in Table 3 in Appendix 3.0. Please refer to Appendix 3.1 for the calculation part for this question.

In conclusion, the result of *t-test between independent sample means* showed that there was a significant difference between students' in two parent families and students' in single parent families in self-esteem, $t(100) = 3.3059$, $p < 0.05$. Students' in two parent families have a higher self-esteem than students' in single parent families. Therefore, the null hypothesis is rejected.

Subsequently, the last research question was meant to study the correlation between parents' education and students' self-esteem. We wanted to see whether the changes in parents' education will lead to a congruent change of another which is students' self-esteem. Thus, Pearson correlation is applied in this study. Please refer to Appendix 4.0 for correlation coefficient computational formula.

Before we start to calculate the correlation coefficient, we need to list out the X and Y and compute X^2, Y^2 and XY. Parents' education was chosen from the highest level of education between the mother and father's education level. The education levels where divided into three categories which are 1=Primary education, 2=Secondary education and 3=Tertiary education. To illustrate parents' education (X) and self-esteem level (Y), Table 4.0 in Appendix 4.1 shows the X, X^2, Y, Y^2 and XY. Please refer to Appendix 4.1 for the calculation of correlation coefficient.

Since the correlation coefficient can be either positive or negative whereby the value with negative sign means a negative correlation and value with positive sign signify positive correlation. So, we use absolute value to compare with the critical value 0.2749 with absolute value is greater than 0.195, thus the parent's education and students' self-esteem correlation coefficient can be considered a real correlation. In conclusion, the results of Pearson Correlation showed that there was a significant positive correlation between parents' education and students' self-esteem level, $n(100) = 0.2749$, $p<0.05$. Therefore, the higher is the parents' education, the higher is the students' self-esteem.

CHAPTER 5
DISCUSSION

The results for first research question showed that there are significant correlation between student's academic performance and their self-esteem. The result findings proved that there is a positive correlation between student's academic performance and their self-esteem level. Thus, the higher score students' academic performance will result in a higher self-esteem among students. This result is supported by a recent study which showed a positive correlation between self-esteem and the level of their academic attainments (Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir Kumar, 2009). In addition, Alves-Martins, Peixoto, Gouveia-Pereira, Amaral and Pedro (2002) also found that high levels of academic achievement have been found to result in a more positive self evaluation of a student which in turn develops higher self esteem. Therefore, students with higher academic achievement develop a more positive view about themselves which in turn results in feelings of greater self worth and competence. In other words, it also can be seen that students with low levels of academic achievement make a more negative self evaluation in academic areas compared students with higher levels of academic achievement. Owens, Mortimer and Finch (1996) stated that if students develop an intrinsic motivation toward schoolwork, these experiences will have positive implications for self esteem. Students who are driven by their interest in studying and enjoy it would result in higher academic achievement which in turn results in more positive implications for self-esteem. These findings are also supported by Skaalvik's research, self esteem and school achievement is

related to the motivation to maintain or enhance positive self evaluation (as cited in Alves-Martins, Peixoto, Gouveia-Pereira, Amaral & Pedro, 2002).

For the second research question, the result showed that there is a significant difference in gender differences between male and female students in their self-esteem. Based on the result, the females' self-esteem scores were lower as compared to the males. In addition, majority of the male student actually scored much higher self-esteem level as compared to the females. In Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir Kumar (2009) findings, they indicated that there are significant gender differences in self esteem and it showed that gender has the strongest unique effect on student self esteem. Specifically according to Cross and Madson, males' self esteem seems to be more influenced by goals related to independence and autonomy, while females' self esteem were more closely defined by goals characterized by sensitivity and interdependence (Pepi, Faria & Alesi, 2006). Males who were more characterized by independence would be less likely to place their sense of value depending on other people. However, females were more relational, hence more interdependent which will result for them to be more likely to place their sense of value from other people. Therefore, it was seen that males are more influences by the sense of independence and feelings of control compared to females who are more inclined to sense of sensitivity and interdependence. On the other hand, there have also been findings which contradict with the findings of this study. In another research, it showed that female and male students did not show any significant difference in self esteem, moreover females outperformed their male counterparts in academic (Rozumah Baharudin & Sheereen Zulkefly, 2009). The research showed that there was no significant difference in self-esteem between male and female as compared to the findings of this study which showed that there are gender differences. As stated earlier, higher academic performances were found to

produce higher self-esteem. Therefore, from the study conducted by Rozumah Baharudin and Sheeren Zulkefly, it showed that females have higher self-esteem compared to males.

The results of the third research question using T-test between two independence sample means showed the significant relationship between students' self-esteem and their family structure. This study found that students' in two parent families have a higher self-esteem compared to students' in single parent families. Therefore, the reason for this finding is that children brought up in single-parent families are more likely to receive the less parental support as compared to two-parent families. Hence, students' with less parental support, they will be at greater risk to develop increased academic difficulties and psychosocial problems. Consequently, students will result in the development of lower self esteem. This findings is also supported by by a research conducted by McLanahan and Sandefur, children reared in single-parent families do not fare as well as those reared in two parent families ,on average, regardless of race, education, or parental remarriage and they are more likely to experience increased academic difficulties and higher levels of emotional, psychological, and behavioural problems (as cited in Carlson & Corcoran, 2001). This study also found that single-parent families have been associated with lower self-esteem (Carlson & Corcoran, 2001). Therefore, it was stated that children from single parent families develop lower self-esteem as compared to two parent families because children from single parent families develop more conflicting upbringing and thus develop more psycho-social problems which results in lower self esteem. Besides, children from single parent family lack the support from family as single parents have more responsibility to carry. Therefore, single parents will lack the time to spend with their children as compared to two-parent family. Single parents also will have to carry more responsibilities as compared to two-parent families where the responsibilities of the parents are shared among the two people. This is supported by Carlson and Corcoran (2001) research where they found that when two parents

are present in the child's home, they share the responsibility of monitoring the child's activities and providing encouragement and discipline as needed.

Lastly, the result of the last research question showed that there is a significant correlation between parents' education and students' self-esteem. The result findings proved that there is a positive correlation between parents' education and students' self-esteem. Thus, the higher level of parents' education will result in a higher self-esteem in students. This finding is supported by other researches, where they also found the same results of positive correlation between these two variables. Ersoy, Ozcan and Agargun (2008), found that the level of education and income were in positive correlation to self-esteem. Another finding also found that the level of education is positively correlated to self-esteem (Scott, 2004). The reason for this findings was explain in this study which stated that parents who themselves have had the benefits of higher education can pass on values concerning the importance of learning to their children (Scott, 2004). Therefore, parents who have already undergone higher level of education will see the importance of pursuing higher education and see the need to expand their knowledge. Parents who have undergone higher level of education may view the importance of pursuing higher education as a sense of accomplishment and pride. Besides, parents' educational level also influences the cultural environments in which children are raised (Scott, 2004). This would mean that children raised from family which parents' are highly educated would be able to seek out materials such as book, text book or exercise book to provide a more conducive learning setting for their children to learn. Parents' with higher educational level would also be able to assist their children in studies and maybe coach their children in subjects where their children may face difficulties. However, in another study, they found a different result as compared to this study' findings, a research done by Ross and Broh (2000) found that parental education is negatively related to adolescents' self-esteem. This is because well-educated parents expect more from their

children, so that at the same level of academic achievement, adolescents with well-educated parents do not feel as good about themselves as do those whose parents are less educated (Ross & Broh, 2000). Therefore, it can be seen that there are greater pressures or demand on children with parents' of higher education level as compared to children from parents of lower educational level. As a result, children of parents' with higher educational level are more likely to develop lower self-esteem (Ross & Broh, 2000).

Conclusion

In conclusion, for the first research question, the results of Pearson Correlation showed that there was a significant positive correlation between students' academic performance and their self-esteem, $n(100) = 0.4689$, $p<0.05$. As for the second research

question, the result of *t-test between independent sample means* showed that there was a significant difference between male and female students in their self-esteem, $t(100) = 3.123$, $p < 0.05$. Next, for the third research question, the result of *t-test between independent sample means* showed that there was a significant difference between students' self-esteem in two parent families and single parent families , $t(100) = 3.3059$, $p < 0.05$. As for the last research question, the results of Pearson Correlation showed that there was a significant positive correlation between parents' education and students' self-esteem, $n(100) = 0.2749$, $p<0.05$. As a result, the findings of this study have important implications for students, educators and counsellors where the understanding on self-esteem may broaden their knowledge on others and themselves.

Limitations and Recommendations

In this present study, there are several limitations as for the first is the lack of sufficient demographic information. There are several demographic variables that could also affect the preference for the relationship between self-esteem and academic achievement which could be studied in the future. The variables include income, race and student's age. The students' age were only mentioned in this study but was not examine for the purpose of this study. Secondly, the results of these findings cannot be generalized to the entire population of

students studying in Bachelor of Social Science (Hons) Psychology. This is because we only distributed 100 sheets of questionnaire to a few Psychology classes. Thirdly, as this study uses a self-report measure, the reliability of the information obtained would depend solely on the honesty of the respondent.

For future researchers, it would be more appropriate to generalize towards the population if a larger sample is being used. Researchers might also want to concentrates on other variables that will contribute to the self-esteem level. Moreover, the approach towards the students who answered the questionnaire must also be clear and well structured as respondents bias might endure if not carefully presented and monitored. Respondent bias will have a great influence in the research results.

References

Alves-Martins, M., Peixoto, F., Gouveia-Pereira, Amaral, V. & Pedro, I. (2002). Self-esteem and Academic Achievement Among Adolescents. *Educational Psychology, 22(1), 51-62*. Retrieved May 5, 2010 from http://staff.bath.ac.uk/ecsjgs/Research/Child%20Development/References/0V56YEM5M0NTX6V8.pdf

Aunola, K., Stattin, H., & Nurmi, J-E. (2000). Adolescents' Achievement Strategies, School Adjustment, and Eternalizing and Internalizing Problem Behaviors. *Journal of Youth and Adolescence, 29(3), 289-306*. Retrieved May 4, 2010 from ProQuest.

Bailey, J. A. (2003). The Foundation of Self-esteem. *Journal of the National Medical Association, 2, 1-18*. Retrieved March 2, 2011 from http://www.jablifeskills.com/docs/med-journal1.pdf

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). *Psychological Science in the Public Interest, 4(1), 1-44*. Retrieved May 6, 2010 from http://www.csom.umn.edu/Assets/53495.pdf

Carlson, M. J., & Corcoran, M. E. (2001). Family Structure and Children's Behavioral and Cognitive Outcomes. *Journal of Marriage and Family, 63(4), 779-792*. Retrieved February 25, 2011 from JSTOR.

Cast, A. D., & Burke, P. J. (2002). A theory of self-esteem. *Social Forces, 80, 1041-1068*. Retrieved February 3, 2011 from JSTOR.

Crocker, J., & Wolfe, C. T. (2001). Contingencies of Self-Worth. *Psychological Review, 108, 593-623*. Retrieved February 7, 2011 from JSTOR.

Ersoy, M. A., Ozcan, D. Y., & Agargun, M. Y. (2008). Sociodemographic Factors That Affect Self-Esteem In Two Culturally Diverse Cities Of A Country. *Studia Psychologica, 50, 415-428*. Retrieved February 21, 2011 from ProQuest.

Fagot, B. I., Leinbach, M. D., Hort, B. E.,& Strayer, J. (1997). Qualities Underlying the Definitions of Gender. *Sex Roles, 31(1), 1-18*. Retrieved February 24, 2011 from ProQuest.

Forzi, M., & Not, E. (2003). Correlati dell'autostima in relazione ad età esesso. *[Factors of self-esteem as regards age and gender]. Bollenttino di Psicologia Applicata, 241, 27-36*. Retrieved February 16, 2011 from ScienceDirect.

Galliano, G. (2003). Gender, Crossing Boundaries. Thomson Wadsworth, Belmont, California.

Gebauer, J. E., Riketta, M., Broemer, P., & Maio, G. R. (2008). "How much do you like your name?" An implicit measure of global self-esteem. *Journal of Experimental Social Psychology, 44(5), 1346-1354*. Retrieved February 5, 2011 from JSTOR.

Habibollah Naderi, Rohani Abdullah, H. Tengku Aizan, Jamaluddin Sharir, & Kumar (2009). Self Esteem, Gender and Academic Achievement of Undergraduate Students. *American Journal of Scientific Research, 3, 26-37*. Retrieved May 4, 2010 from http://www.eurojournals.com/ajsr_3_03.pdf

Ho, S.C. (2003). Students' Self-Esteem in an Asian Educational System: Contribution of Parental Involvement and Parental Investment. *The School Community Journal, 1, 65-84*. Retrieved February 21, 2011 from http://www.adi.org/journal/ss03/Ho%2065-84.pdf

Lawrence, D. (2000). Building self-esteem with adult learners. California.

Leary, M. R. & MacDonald, G. (2003). Individual differences in self-esteem: A review and theoretical integration. *Handbook of self and identity (pp. 401-418)*. New York: Guilford Press. Retrieved February 3, 2011 from JSTOR.

Longmore, M. A., Manning, W. D., Giordano, P. C., & Rudolph, J. L. (2004). Self-esteem,

depressive symptoms, and adolescents' sexual onset. *Social Psychology Quarterly, 67(3), 279-295*. Retrieved February 20, 2011 from SAGE.

Malbi, R. S., & Reasoner, R. W. (2000). Self-Esteem, Enhancing. Kuala Lumpur: Self-Esteem Seminars Sdn. Bhd. Retrieved February 3, 2011 from JSTOR.

Mandara, J., & Murray, C. B. 2000. Effects of parental marital status, income, and family functioning on African American adolescent self-esteem. *Journal of Family Psychology, 14,475-490*. Retrieved February 13, 2011 from JSTOR.

Martin-Albo, J., Núñez, J. L., Navarro, J. G., & Grijalvo, F. (2007). The Rosenberg Self-Esteem Scale: Translation and Validation in University Students. *The Spanish Journal of Psychology, 10(2), 458-467*. Retrieved February 17, 2011 from http://www.redalyc.uaemex.mx/pdf/172/17210226.pdf

McCarley, K.E., & Harter, S. 2004, April. *The current controversy over self-esteem*. Paper presented at the meeting of the Society for Research on Adolescence, Baltimore. Retrieved February 17, 2011 from ProQuest.

National Survey of Student Engagement, (2006). Engaged Learning: Fostering Success for All Students Annual Report,1 , 1-54. Retrieved February 11, 2011 from http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf

Orth, U., Robins, R. W., & Trzesniewski, K. H. (2010). Self-Esteem Development From Young Adulthood to Old Age: A Cohort-Sequential Longitudinal Study. *Journal of Personality and Social Psychology, 98(4),645-658*. Retrieved February 13, 2011 from http://www.apa.org/pubs/journals/releases/psp-98-4-645.pdf

Orth, U., Robins, R. W., & Trzesniewski, K. H., Maes, J., & Schmitt, M. (2009). Low self-esteem is a risk factor for depressive symptoms from young adulthood to old age. *Journal of Abnormal Psychology, 118, 472-478*. Retrieved February 16, 2011 from ProQuest.

Owens, T. J., Mortimer, J. T., & Finch, M. D. (1996). Self-Determination as a Source of Self-Esteem in Adolescence. *Social Forces, 74(4), 1377-1404*. Retrieved May 5, 2010 from JSTOR.

Parke, R. D., & O'Neil, R. 1998. Social relationships across contexts: Family-peer linkages. in W. A. Collins & Laursen, B. (Eds). *Minnesota symposium on child psychology (Vol.3).Mahwah, NJ: Erlbaum*. Retrieved February 17, 2011 from JSTOR.

Passmore, N. L., Fogarty, G. J., Bourke, C. J., Baker-Evans, S. F. (2005). Parental Bonding and Identity Styles as Correlates of Self-Esteem Among Adult Adoptees and Nonadoptees. *Family Relations, 54(4), 523-534*. Retrieved February 25, 2011 from JSTOR.

Pepi, A., Faria, L., & Alesi, M. (2006). Personal Conceptions of Intelligence, Self-Esteem, and School Achievement in Italian and Portuguese Students. *Adolescence, 41(164), 615-631*. Retrieved May 4, 2010 from ProQuest.

Ross, C. E., & Broh, B. A. (2000). The Roles of Self-Esteem and the Sense of Personal Control in the Academic Achievement Process. *Sociology of Education, 73(4), 270-284*. Retrieved February 27, 2011 from ProQuest.

Rozumah Baharudin, & Sheereen Zulkefly (2009). Relationship with Father and Mother, Self-Esteem and Academic Achievement. *American Journal of Scientific Research*, *6, 86-94*. Retrieved May 5, 2011 from http://www.eurojournals.com/ajsr_6_09.pdf

Scott, J. (2004). Family, Gender, and Educational Attainment in Britain: A Longitudinal Study. *Journal of Comparative Family Studies, 35(4), 565-589*. Retrieved February 27, 2011 from ProQuest.

Tam, C. L., & Fatimah Yusooff. (2009). The Effects of Family Functioning on Self-Esteem

of Children. *European Journal of Social Sciences, 9(4), 643-650*. Retrieved February 12, 2011 from http://www.eurojournals.com/ejss_9_4_11.pdf

Yongmin, S. (2001). Family Environment and Adolescents' Well-Being before and after Parents' Marital Disruption: A Longitudinal Analysis. *Journal of Marriage and Family, 63(3), 697-713*. Retrieved February 20, 2011 from JSTOR

Young, M. R. (2010). The Art And Science Of Fostering Engaged Learning. *Academy of Educational Leadership Journal, 14, 1-18*. Retrieved February 23, 2011 from ProQuest.

Appendix A : Questionnaire

Consent Form

The Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman supports the practise of protection of human participation in this research and related activities. You should be aware that if you agree to participate in this present study, you would not be subjected to reprimand or any form of reproach.

The purpose of this study is to study on the self-esteem level among UTAR undergraduate students. You will be given a set of questionnaire. Kindly fill it up and pass back to the person in charge.

"I have read and understood the statement above and have been fully advised on the procedure to be used in this project. I have also been given sufficient opportunity to ask any question that I may be concern of and I am clear of the possible risks involved. I hereby give my consent that I participate in this study out of my own willingness. I also understand that I can withdraw from the study at any time without being subjected to reproach"

_____ _____

Signature Date

Appendix A : Questionnaire

Please tick and fill in the necessary particulars in the appropriate space provided.

Age :_____

Gender : ☐ Male ☐ Female

Current CGPA: ☐ 0-0.9999 ☐ 1-1.9999 ☐ 2-2.9999 ☐ 3-4.0000

Family Background

No of Siblings : ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 If more please state here _____

Family Status : ☐ Two Parent Family ☐ Single Parent Family

Father's Educational Background:

☐ Primary ☐ Secondary ☐ Tertiary If others please specify here _____

Mother's Educational Background:

☐ Primary ☐ Secondary ☐ Tertiary If others please specify here _____

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD
9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Appendix B : Results

Appendix 1.0

To start to compute the correlation coefficient, computational formula as below is used.

$$r_{XY} = \frac{(n \cdot \sum XY) - (\sum X \cdot \sum Y)}{\sqrt{[(n \cdot \sum X^2) - (\sum X)^2] \cdot [(n \cdot \sum Y^2) - (\sum Y)^2]}} \quad (1.0)$$

Appendix 1.1

Table 1.0

Students' academic performance and self-esteem

Students	Academic performance (χ)	χ^2	Self-esteem (y)	y^2	χ y
1	1	1	12	144	12
2	2	4	10	100	20
3	1	1	11	121	11
4	2	4	10	100	20
5	1	1	12	144	12
6	2	4	11	121	22
7	4	16	24	576	96
8	2	4	11	121	22
9	4	16	26	676	104
10	1	1	12	144	12
11	4	16	20	400	80
12	4	16	27	729	108
13	2	4	12	144	24
14	2	4	11	121	22
15	2	4	12	144	24
16	1	1	10	100	10
17	3	9	18	324	54
18	3	9	17	289	51
19	1	1	12	144	12
20	3	9	22	484	66
21	3	9	18	324	54
22	4	16	19	361	76
23	4	16	22	484	88
24	2	4	12	144	24
25	1	1	10	100	10
26	2	4	12	144	24
27	2	4	12	144	24
28	3	9	19	361	57
29	2	4	21	441	42
30	4	16	12	144	48
31	3	9	18	324	54
32	4	16	18	324	72
33	2	4	12	144	24
34	3	9	17	289	51
35	3	9	19	361	57
36	4	16	4	16	16
37	3	9	21	441	63
38	3	9	29	841	87
39	1	1	11	121	11
40	3	9	17	289	51
41	4	16	18	324	72

42	2	4	14	196	28
43	4	16	14	196	56
44	3	9	15	225	45
45	3	9	15	225	45
46	1	1	11	121	11
47	2	4	11	121	22
48	4	16	23	529	92
49	4	16	23	529	92
50	4	16	24	576	96
51	3	9	20	400	60
52	3	9	22	484	66
53	2	4	10	100	20
54	1	1	11	121	11
55	4	16	15	225	60
56	2	4	12	144	24
57	3	9	22	484	66
58	3	9	27	729	81
59	3	9	29	841	87
60	1	1	16	256	16
61	2	4	11	121	22
62	3	9	25	625	75
63	3	9	9	81	27
64	3	9	18	324	54
65	2	4	17	289	34
66	2	4	24	576	48
67	3	9	21	441	63
68	4	16	27	729	108
69	2	4	27	729	54
70	2	4	14	196	28
71	4	16	18	324	72
72	4	16	20	400	80
73	4	16	18	324	72
74	4	16	20	400	80
75	4	16	27	729	108
76	3	9	11	121	33
77	3	9	13	169	39
78	4	16	21	441	84
79	4	16	16	256	64
80	4	16	27	729	108
81	3	9	16	256	48
82	1	1	23	529	23
83	1	1	16	256	16
84	3	9	23	529	69
85	2	4	15	225	30
86	3	9	11	121	33
87	4	16	20	400	80
88	2	4	15	225	50
89	4	16	25	625	100
90	1	1	27	729	27
91	3	9	20	400	60

92	2	4	11	121	22
93	3	9	18	324	54
94	4	16	23	529	92
95	1	1	18	324	18
96	2	4	20	400	40
97	4	16	22	484	88
98	3	9	23	529	69
99	3	9	20	400	60
100	1	1	27	729	27
	$\sum X=271$	$\sum X^2=843$	$\sum Y=1752$	$\sum Y^2=33888$	$\sum XY=5024$

Appendix 1.2

By using formula 1.0, the correlation coefficient calculation is as below:

$$r_{XY} = \frac{(n\cdot\sum XY) - (\sum X\cdot\sum Y)}{\sqrt{[(n\cdot\sum X^2) - (\sum X)^2]\cdot[(n\cdot\sum Y^2) - (\sum Y)^2]}}$$

$$= \frac{(100\cdot 5024) - (271\cdot 1752)}{\sqrt{[(100\cdot 843) - (271)^2]\cdot[(100\cdot 33888) - (1752)^2]}}$$

$$= \frac{(502400) - (474792)}{\sqrt{[(84300) - (73441)]\cdot[(3388800) - (3069504)]}}$$

$$= \frac{27608}{\sqrt{[(10859\cdot 319296)}}$$

$$= \frac{27608}{\sqrt{3467235264}}$$

$$= 0.4689$$

Next, to find a critical value in Table R, critical value of the correlation coefficient, we first need to compute the degree of freedom. The degrees of freedom for correlation coefficient are equal to the number of pairs (n) minus two:

$$df = n - 2 \qquad (1.1)$$

So the degree of freedom for data in Table 3.0 would be:

$$df = n - 2 = 100 - 2 = 98$$

To find the critical value, we will need to follow *df* and refer to column .05 for a two-tailed test in Table R, thus the critical value is equal to .195.

Appendix 2.0

Table 2 *Self-esteem for male and female students.*

Male students		Female students	
Participants	Self-esteem, X1	Participants	Self-esteem, X2
1	20	1	12
2	22	2	10
3	10	3	11
4	11	4	10
5	15	5	12
6	12	6	11
7	22	7	24
8	27	8	11
9	29	9	26
10	16	10	12
11	11	11	20
12	25	12	27
13	9	13	12
14	18	14	11
15	17	15	12
16	24	16	10
17	21	17	18
18	27	18	17
19	27	19	12
20	14	20	22
21	18	21	18
22	20	22	19
23	18	23	22
24	20	24	12
25	27	25	10
26	11	26	12
27	13	27	12
28	21	28	19
29	16	29	21
30	27	30	12
31	16	31	18
32	23	32	18
33	16	33	12
34	23	34	17
35	15	35	19
36	11	36	4
37	20	37	21
38	15	38	29
39	25	39	11
40	27	40	17
41	20	41	18
42	11	42	14
43	18	43	14
44	23	44	15

45	18	45	15
46	20	46	11
47	22	47	11
48	23	48	23
49	20	49	23
50	27	50	24
	∑X1 = 961		∑X2 = 791
	$\bar{x}$1 = 19.22		$\bar{x}$2 = 15.82
	S1 = 5.4447		S2 = 5.4424

Appendix 2.1

To calculate by using *T-test between independent sample means*, the first step would be calculating the means for both the $\bar{x}_1$ and $\bar{x}_2$ relationship statuses.

The formula would be: $\bar{x}_1 = \sum X_1/n$ or $\bar{x}_2 = \sum X_2/n$

The calculation would be:

$$\bar{x}_1 = \sum X_1/n$$

$$= 961/50$$

$$= 19.22$$

$$\bar{x}_2 = \sum X_2/n$$

$$= 791/50$$

$$= 15.82$$

The second step would be calculating both the standard deviation, S_1 and S_1.

$$S_1^2 = \frac{\Sigma X^2 - [(\Sigma X)^2 /n]}{n - 1}$$

$$= \frac{19923 - [(961)^2 /50]}{50 - 1}$$

$$= 29.6445$$

$$S_1 = \sqrt{29.6445}$$

$$= 5.4447$$

$$S_2^2 = \frac{\Sigma X^2 - [(\Sigma X)^2 /n]}{n - 1}$$

$$= \frac{13965 - [(791)^2 /50]}{50 - 1}$$

$$= 29.6200$$

$$S_2 = \sqrt{0.2551}$$

$$= 5.4424$$

The third step would be calculating both the estimate of standard error, est. $\sigma \bar{x}_1$ and est. $\sigma \bar{x}_2$.

$$\text{est. } \sigma \bar{x}_1 = \frac{S}{\sqrt{n}}$$
$$= \frac{5.4447}{\sqrt{50}}$$
$$= 0.7700$$

$$\text{est. } \sigma \bar{x}_2 = \frac{S}{\sqrt{n}}$$
$$= \frac{5.4424}{\sqrt{50}}$$
$$= 0.7697$$

The fourth step would be calculating the estimate standard error of the difference between

independent samples means, est. σ_{diff} .

$$\text{est. } \sigma_{diff} = \sqrt{(S_1^2/n_1) + (S_2^2/n_2)}$$
$$= \sqrt{(5.4447^2/50) + (5.4424^2/50)}$$
$$= \sqrt{(0.5929+0.5924)}$$
$$= 1.0887$$

Followed by, substituting the values to compute t .

$$t = |(\bar{x}_1 - \bar{x}_2)/ \text{ est. } \sigma_{diff} |$$
$$= |(\bar{x}_1 - \bar{x}_2)/ \text{ est. } \sigma_{diff} |$$
$$= |(19.22-15.82)/ 1.0887|$$
$$= | 3.123|$$
$$= 3.123$$

Next, calculate the degree of freedom for the distribution.

$$df = (n_1 - 1) + (n_2 - 1)$$
$$= (50-1) + (50-1)$$
$$= 98$$

Then, check the Table T to determine the critical value for degree freedom of 98.

So the critical value will be 1.980.

Appendix 3.0

Table 3 *Self-esteem of students' in two parent families and single parent families*

Students in two parent families		Students in single parent families	
Participants	Self-esteem , X1	Participants	Self-esteem, X2
1	12	1	11
2	10	2	12
3	11	3	12
4	10	4	11
5	12	5	12
6	24	6	12
7	11	7	11
8	26	8	14
9	20	9	11
10	27	10	14
11	10	11	11
12	18	12	11
13	17	13	18
14	12	14	21
15	22	15	23
16	18		
17	19		
18	22		
19	12		
20	10		
21	12		
22	19		
23	21		
24	12		
25	18		
26	12		
27	17		
28	19		
29	4		
30	21		
31	29		
32	17		
33	18		
34	14		
35	15		
36	15		
37	11		
38	23		
39	23		
40	24		
41	20		
42	22		
43	10		
44	11		
45	15		

46	12	
47	22	
48	27	
49	29	
50	16	
51	11	
52	25	
53	9	
54	18	
55	17	
56	24	
57	21	
58	27	
59	27	
60	18	
61	20	
62	18	
63	20	
64	27	
65	11	
66	13	
67	16	
68	27	
69	16	
70	23	
71	16	
72	23	
73	15	
74	20	
75	15	
76	25	
77	27	
78	20	
79	18	
80	23	
81	18	
82	20	
83	22	
84	20	
85	27	
	$\sum$X1 = 1548	$\sum$X2 = 204
	$\bar{x}$1 = 18.2118	$\bar{x}$2 = 13.6000
	S1 = 5.6676	S2 = 3.9060

Appendix 3.1

To calculate by using *T-test between independent sample means*, the first step would be calculating the means for both the $\bar{x}_1$ and $\bar{x}_2$ relationship statuses.

The formula would be: $\bar{x}_1 = \sum X_1/n$ or $\bar{x}_2 = \sum X_2/n$

The calculation would be:

$$\bar{x}_1 = \sum X_1/n$$

$$= 1548/85$$

$$= 18.2118$$

$$\bar{x}_2 = \sum X_2/n$$

$$= 204/15$$

$$= 13.6000$$

The second step would be calculating both the standard deviation, S_1 and S_1.

$$S_1^2 = \frac{\Sigma X^2 - [(\Sigma X)^2 /n]}{n - 1}$$

$$= \frac{30890 - [(1548)^2 /85]}{85 - 1}$$

$$= 32.1213$$

$$S_1 = \sqrt{32.1213}$$

$$= 5.6676$$

$$S_2^2 = \frac{\Sigma X^2 - [(\Sigma X)^2 /n]}{n - 1}$$

$$= \frac{2988 - [(204)^2 /15]}{15 - 1}$$

$$= 15.2571$$

$$S_2 = \sqrt{15.2571}$$

$$= 3.9060$$

The third step would be calculating both the estimate of standard error, est. $\sigma \bar{x}_1$ and est. $\sigma \bar{x}_2$.

$$\text{est. } \sigma \bar{x}_1 = \frac{S}{\sqrt{n}}$$
$$= \frac{5.6676}{\sqrt{85}}$$
$$= 0.6147$$

$$\text{est. } \sigma \bar{x}_2 = \frac{S}{\sqrt{n}}$$
$$= \frac{3.9060}{\sqrt{15}}$$
$$= 1.0085$$

The fourth step would be calculating the estimate standard error of the difference between

independent samples means, est. σ_{diff} .

$$\text{est. } \sigma_{diff} = \sqrt{(S_1^2/n_1) + (S_2^2/n_2)}$$
$$= \sqrt{(5.6676^2/85) + (3.9060^2/15)}$$
$$= \sqrt{(0.3779+1.0171)}$$
$$= 1.3950$$

Followed by, substituting the values to compute t .

$$t = |(\bar{x}_1 - \bar{x}_2)/ \text{ est. } \sigma_{diff} |$$
$$= |(\bar{x}_1 - \bar{x}_2)/ \text{ est. } \sigma_{diff} |$$
$$= |(18.2118-13.6000)/ 1.3950|$$
$$= | 3.3059|$$
$$= 3.3059$$

Next, calculate the degree of freedom for the distribution.

$$df = (n_1 - 1) + (n_2 - 1)$$
$$= (85-1) + (15-1)$$
$$= 98$$

Then, check the Table T to determine the critical value for degree freedom of 98.

So the critical value will be 1.980.

Appendix 4.1

Table 4.0

Parents' education and students' self-esteem

Students	Parents' education (χ)	χ^2	Self-esteem (y)	y^2	χ y
1	1	1	12	144	12
2	2	4	10	100	20
3	2	4	11	121	22
4	2	4	10	100	20
5	2	4	12	144	24
6	2	4	11	121	22
7	3	9	24	576	72
8	2	4	11	121	22
9	3	9	26	676	78
10	2	4	12	144	24
11	3	9	20	400	60
12	3	9	27	729	81
13	2	4	12	144	24
14	2	4	11	121	22
15	2	4	12	144	24
16	3	9	10	100	30
17	2	4	18	324	36
18	3	9	17	289	51
19	3	9	12	144	36
20	3	9	22	484	66
21	2	4	18	324	36
22	2	4	19	361	38
23	3	9	22	484	66
24	2	4	12	144	24
25	2	4	10	100	20
26	2	4	12	144	24
27	3	9	12	144	36
28	3	9	19	361	57
29	3	9	21	441	63
30	3	9	12	144	36
31	2	4	18	324	36
32	3	9	18	324	54
33	2	4	12	144	24
34	3	9	17	289	51
35	3	9	19	361	57
36	3	9	4	16	12
37	2	4	21	441	42
38	3	9	29	841	87
39	2	4	11	121	22
40	2	4	17	289	34
41	2	4	18	324	36

42	2	4	14	196	28
43	2	4	14	196	28
44	2	4	15	225	30
45	2	4	15	225	30
46	2	4	11	121	22
47	2	4	11	121	22
48	1	1	23	529	23
49	1	1	23	529	23
50	1	1	24	576	24
51	2	4	20	400	40
52	3	9	22	484	66
53	2	4	10	100	20
54	2	4	11	121	22
55	3	9	15	225	45
56	2	4	12	144	24
57	3	9	22	484	66
58	3	9	27	729	81
59	3	9	29	841	87
60	3	9	16	256	48
61	2	4	11	121	22
62	3	9	25	625	75
63	2	4	9	81	18
64	2	4	18	324	36
65	3	9	17	289	51
66	3	9	24	576	72
67	3	9	21	441	63
68	3	9	27	729	81
69	2	4	27	729	54
70	2	4	14	196	28
71	2	4	18	324	36
72	2	4	20	400	40
73	1	1	18	324	18
74	3	9	20	400	60
75	2	4	27	729	54
76	2	4	11	121	22
77	2	4	13	169	26
78	2	4	21	441	42
79	3	9	16	256	48
80	2	4	27	729	54
81	3	9	16	256	48
82	3	9	23	529	69
83	2	4	16	256	32
84	1	1	23	529	23
85	3	9	15	225	45
86	2	4	11	121	22
87	3	9	20	400	60
88	3	9	15	225	45
89	3	9	25	625	75
90	2	4	27	729	54
91	3	9	20	400	60

92	2	4	11	121	22
93	3	9	18	324	54
94	3	9	23	529	69
95	3	9	18	324	54
96	3	9	20	400	60
97	3	9	22	484	66
98	3	9	23	529	69
99	3	9	20	400	60
100	3	9	27	729	81
	$\sum X=240$	$\sum X^2=612$	$\sum Y=1752$	$\sum Y^2=33888$	$\sum XY=4298$

Appendix 4.2

By using formula 1.0, the correlation coefficient calculation is as below:

$$r_{XY} = \frac{(n\cdot\sum XY) - (\sum X\cdot\sum Y)}{\sqrt{[(n\cdot\sum X^2) - (\sum X)^2]\cdot[(n\cdot\sum Y^2) - (\sum Y)^2]}}$$

$$= \frac{(100\cdot4298) - (240\cdot1752)}{\sqrt{[(100\cdot612) - (240)^2]\cdot[(100\cdot33888) - (1752)^2]}}$$

$$= \frac{(429800) - (420480)}{\sqrt{[(61200) - (57600)]\cdot[(3388800) - (3069504)]}}$$

$$= \frac{9320}{\sqrt{[(3600\cdot319296)}}$$

$$= \frac{9320}{\sqrt{1149465600}}$$

$$= 0.2749$$

Next, to find a critical value in Table R, critical value of the correlation coefficient, we first need to compute the degree of freedom. The degrees of freedom for correlation coefficient are equal to the number of pairs (n) minus two:

$$df = n - 2 \qquad (1.1)$$

So the degree of freedom for data in Table 3.0 would be:

$$df = n - 2 = 100 - 2 = 98$$

To find the critical value, we will need to follow *df* and refer to column .05 for a two-tailed test in Table R, thus the critical value is equal to .195.