

The Comparative Study of the Relationship between School Environment and Self-esteem of University Students

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Abstract

The general objective of this study is to explore the relationship between school environment and self-esteem of University students. In this study, the total 300 students in Yangon University, Dagon University and Mawlamyine University comprised of a sample. The female participants were 186 and male was 114 respectively. The results showed that there is no relationship between self-esteem and school environment ($r = -.032$, $p < .05$). According to the correlation results, the correlation between self-esteem and the components of school environment: activities and transportation were relatively high ($r = .147$, $P < .01$) and ($r = -.144$, $P < .01$). There is no significant relationship between self-esteem and other components such as facilities, classroom situation, canteen and administration. In accordance with the result of gender difference, t -value was $-.460$ and the value of significance was $.646$ which means that it was not significant for gender difference on self-esteem. For self-esteem between three Universities, ANOVA analysis was used. It was found that F -value was $.598$ and the significant value was $.551$ ($p < .05$). According to the obtained result, the mean scores of three Universities were not different. In accordance with the mean scores differences on school environment between three Universities, the results showed that F value was 6.329 and the significant value was $.002$ ($p < .01$). There was a significant difference on school environment between three Universities. According to the results, the components of activities; transportation and administration were significantly different on three Universities ($F = 4.093$, $p < .01$); ($F = 64.253$, $p < .01$); ($F = 10.326$, $p < .01$).

Key words: school environment, self-esteem

1.0 Introduction

Adolescence is a period when one starts to believe in the will, potential, and his ideals. The self-esteem of adolescents needs to develop correctly and the development of self-esteem of an adolescent is one of the important aspects in every society. Because of self-esteem of one individual may effect in his or her entire life as well as the parts of building the nation by applying their human resources.

In school life, adolescents' academic achievement is the result of interaction between the various factors that influence it. Those are factors that come from outside (external) and factors derived from inside (internal). Self-esteem is an internal factor of students. Self-esteem refers to an individual's overall self-evaluation of his/her competencies (Rosenberg, 1965). It is that self-evaluation and descriptive conceptualization that individuals make and maintain with regard to themselves. In this sense, self-esteem is a personal evaluation reflecting what people think of themselves as individuals.

External factors which are suspected to affect the learning achievement of adolescents is the school environment. The whole school as a special social system with all of the factors that shape it can be a positive factor in the development of adolescents (Gunarsa and Gunarsa, 2004). Schools can spur students to improve their academic achievement or also can lower the academic achievement. It depends on the students' perception of the school environment. Results of the research conducted by Angus, Prater, and Busch (2009) have shown that students achieve higher grades in exams due to a school healthy learning environment. Achievement in adolescents is something grown, developed, and it is the result of learning through interaction with the environment (Gunarsa and Gunarsa, 2004). School environment in this study referred to the perception of the school environment at school including

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administration, activities, classroom situation, facilities, transportation, and canteen that the sample encountered as a student in the process of school life.

1.1 Objective

The general objective is to explore the relationship between school environment and self-esteem of university students and the specific objectives are: (1) the relationship between self-esteem and components of school environment; (2) the gender differences on self-esteem; (3) university differences of self-esteem and school environment; and (4) university differences of components of school environment.

1.2 Hypotheses

The following hypotheses were formulated: (1) There will be the relationship between school environment and self-esteem. (2) There will be the relationship between self-esteem and some components of school environment. (3) There will be gender difference on self-esteem. (4) There will be university difference of self-esteem and school environment. (5) There will be university difference of the components of school environment.

2.0 Methodology

2.1 Participants

The 300 students from Yangon University, Dagon University and Mawlamyine University were comprised of as sample in this study. The female participants was 186 and male was 114 respectively.

2.2 Instruments

The School Environment Questionnaire (SEQ) was prepared for measuring the experiences of school environment. It was based on the experiences and discussion of students. The total 32 items which includes facilities, activities, classroom situation, canteen, transportation and administration involved in this questionnaire. For measuring the self-esteem, we used the self-esteem scale of Rosenberg that includes 10 items. The four point Likert scale: strongly disagree 1 to strongly agree 4 was used for scoring. For reverse questionnaire, we used the reverse score strongly agree 1 to strongly disagree 4.

2.3 Procedure

The data was collected in Dagon University, Yangon University and Mawlamyine University. Firstly, participants were explained about the research and how to answer the questionnaires. After collected the data, Statistical Package for the Social Science (SPSS) was used for data analysis. Pearson correlation, T-test analysis and ANOVA were used to test among variables.

3.0 Results and Discussion

3.1 Results

Table (1) Statistical description of Self-esteem and School environment

Scale	Item	Mean	SD	Reliability
Self-esteem	10	27.73	2.89	.57
School Environment	31	85.37	8.99	.82

The Mean, Standard deviation and reliability of self-esteem Scale and school environment questionnaire was shown in Table (1). The reliability coefficient of self-esteem was .57 and reliability coefficient of school environment was .82.

Table (2) The correlation coefficient of self-esteem and school environment

		School Environment
Self-esteem	Pearson Correlation	.032
	Sig. (2-tailed)	.578(ns)

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

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

According to Table (2), there is no significant of the relationship between self-esteem and school environment ($r=.032$, $p<.05$).

Table (3) showed the correlation between self-esteem and components of school environment. According to the results, there is the relationship between self-esteem and activities ($r=.147$, $P<.01$) and the correlation between self-esteem and transportation was ($r=-.144$, $P<.01$). There are no significant relationship between self-esteem and other components such as facilities, classroom situation, canteen and administration ($r=.038$, $p<.05$; $r=.082$, $p<.05$; $r=.017$, $p<.05$; $r=.014$, $p<.05$).

Table (3) The correlation coefficient of self-esteem and the components of school Environment

		1	2	3	4	5	6	7
Self-esteem	Pearson Correlation	1						
	Sig. (2-tailed)							
Facility	Pearson Correlation	.038						
	Sig. (2-tailed)	.509						
Activities	Pearson Correlation	.147*	.509**					
	Sig. (2-tailed)	.011	.000					
Classroom situation	Pearson Correlation	.082	.639**	.549**				
	Sig. (2-tailed)	.159	.000	.000				
Canteen	Pearson Correlation	.017	.360**	.297**	.304**			
	Sig. (2-tailed)	.770	.000	.000	.000			
Transportation	Pearson Correlation	-.144*	.068	-.142*	.064	.009		
	Sig. (2-tailed)	.013	.242	.014	.268	.878		
Administration	Pearson Correlation	.014	.509**	.321**	.477**	.192**	.115*	1
	Sig. (2-tailed)	.804	.000	.000	.000	.001	.047	

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

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

Table (4) Mean scores differences on self-esteem between gender

Group	N	Mean	SD	t	Sig(2- tailed)
Male	114	27.59	2.74	.460	.646(ns)
Female	186	27.75	3.005		

The mean score of gender differences on self-esteem was computed by using t-test. According to table (4), t-value was .460 and the value of significant was .646. There is no significant at .05 level and thus it can conclude that there is no gender differences on self-esteem.

Table (5) Mean scores differences on self-esteem between Universities

Group	N	Mean	SD	F	Sig(2- tailed)
Yangon	100	27.48	2.789	.598	.551(ns)
Dagon	100	27.93	3.137		
Mawlamyine	100	27.67	2.782		

The mean score of Universities differences on self-esteem was computed by using ANOVA. It was shown that F-value was .598 and the significant value was .551 in table (5). The obtained result is not significant at .05 level and it means that the mean scores of studied Universities were not significantly different on self-esteem.

Table (6) Mean scores differences on school environment between Universities

Group	N	Mean	SD	F	Sig(2- tailed)
Yangon	100	90.03	10.897	6.329	.002
Dagon	100	85.52	11.407		
Mawlamyine	100	85.55	8.395		

The mean scores differences on school environment between two Universities was computed by using Anova. Table (6) showed that F-value was 6.329 and the significant value was .002. There was significant at .01 level and it can be said that the mean scores of Universities were significantly different on school environment.

Table (7) Mean scores differences on components of school environment between Universities

Component	Group	N	Mean	SD	F	Sig(2- tailed)
Facilities	Yangon	100	20.97	3.983	1.441	.246(ns)
	Dagon	99	20.58	3.470		
	Malwlamyine	100	20.12	3.248		
Activities	Yangon	100	12.41	1.848	4.093	.018
	Dagon	99	13.12	1.763		
	Malwlamyine	100	12.96	1.907		
Classroom Situation	Yangon	100	20.76	2.948	.083	.921(ns)
	Dagon	99	20.76	2.646		
	Malwlamyine	100	20.62	2.775		
Canteen	Yangon	100	10.24	1.718	.770	.464(ns)
	Dagon	99	10.32	1.227		
	Malwlamyine	100	10.49	1.360		
Transportation	Yangon	100	14.29	2.001	64.253	.000
	Dagon	99	10.80	2.190		
	Malwlamyine	100	12.75	2.328		
Administration	Yangon	100	8.36	1.494	10.326	.000
	Dagon	99	7.76	1.221		
	Malwlamyine	100	8.61	1.348		

According to table (7), the mean scores differences on components of school environment between Universities was computed by Anova. For facilities, the value was 1.411

and the value of significant was .246. The value of Activities was 4.093 and the significant value was .018. The classroom situation was .083 and the significant value was .921. For canteen, the value was .770 and the significant was .464. The value for transportation was 64.253 and the value of significant was .000. And the administration was 10.326 and the significant value was .000. According to the results, there were significant at .05 and .01 level and the mean scores of the components of activities, transportation and administration were significantly differences between Universities.

3.2 Discussion

Many researches showed that there is significantly relationship between self-esteem and school achievement. In order to achieve to get high performance on school, school environment is the essential factor of school achievement. According to prior researches, self-esteem also relates the school environment; school environment may influence negative as well as positive effect on the development of self-esteem during school life. This study explores the correlation of the school environment and self-esteem of university students. The study investigates the gender difference on self-esteem and also examines the differences of self-esteem and, school environment and it's components between universities.

According to the data, male participant was 114 and female was 186 among students. It was 100 participants from each University: Yangon, Dagon and Mawlamyine. For measuring two variables, two scales were prepared: self-esteem and school environment. For the school environment, reliability coefficient was .82 and the self-esteem was .57.

In accordance with results, there is no relationship between self-esteem and school environment ($r=.032$, $p<.05$). This study found that self-esteem does not relate school environment. This finding does not support the hypothesis (1) that we hypothesized there is the relationship between school environment and self-esteem.

The correlation between self-esteem and components of school environment was explored in this study. According to the results, the correlation between self-esteem and two components: activities and transportation were relatively high ($r=.147$, $P<.01$; $r=-.144$, $P<.01$). There is no significant relationship between self-esteem and other components such as facilities, classroom situation, canteen and administration ($r=.038$, $p<.05$; $r=.082$, $p<.05$; $r=.017$, $p<.05$; $r=.014$, $p<.05$).

It was found that the transportation is one of the important factors for students in their school life. Nowadays, most of the universities are far from the downtown and thus all students spent their time and energy on the way as well as on the bus for going to university every day. They always experience the traffic, insufficient and difficulties of public transportation. They spend more money to come to University such as taking Taxi or ferry. They feel disappointed and anxious for getting to catch their classes in time. This state of mind which they encounter may impact their self-esteem as well as their academic achievement. It may be unstable the value of them and education, their ability, their confidence and may change the attitudes of their school life. Thus, it may be said that transportation relates the self-esteem of students. So we should consider the problems of transportation as one of the factor of school environment.

According to results, activities of the school are also correlates self-esteem. Activities may be the various kinds such as social activities, educational activities, and seasonal activities. These activities provide to shape for developing the self-esteem such as how to perceive ourselves, how to evaluate ourselves, how to respect ourselves and others. Although the activities relate the self-esteem, it noted that we should aware such factors as the nature of activities, the objective of activities, and the frequency of activities. As we already know, it is not good anything that are too little or too much, it should be optimal because of activities are extra curriculum. The hypothesis (2) was supported by the studied results.

For the hypothesis (3), the mean score of gender differences on self-esteem was computed by using t-test. According to result, t-value was .460 and the value of significant was .646. It means that it was no significant for gender difference on self-esteem. Thus it can conclude that there is not related to gender and self-esteem. It can say that this finding does not provide the stated hypothesis (3) which is gender difference on self-esteem.

The mean score of Universities differences on self-esteem was computed by using Anova for testing hypothesis (4). It was found that F-value was .598 and the significant value was .551 ($p < .05$). According to obtained result, the mean scores of Universities were not significantly different. It can be said that it does not different the self-esteem of students from Yangon University, Dagon University and Mawlamyine University.

Similarly, the mean scores differences on school environment between Universities was computed by Anova. The results showed that F-value was 6.329 and the significant value was .002 ($p < .01$). There was significantly different on school environment between Universities: Yangon, Dagon and Mawlamyine.

So the fact that is there is difference of self-esteem between Universities was not supported the finding of study. But the finding supports the difference of school environment between Universities. Thus the results partially supported the hypothesis (4).

For testing the hypothesis (5), the differences of components of school environment between Universities was computed by ANOVA. For facilities, the value was 1.411 and the value of significant was .246. The value of activities was 4.093 and the significant value was .018. The classroom situation was .083 and the significant value was .921. For canteen, the value was .770 and the significant was .464. The value for transportation was 64.253 and the value of significant was .000. And the administration was 10.326 and the significant value was .000. According to the results, the components of activities, transportation and administration were significantly differences between Universities ($t=4.093$, $p < .01$); ($t=64.253$, $p < .01$); ($t=10.326$, $p < .01$). It can say that the school activities, transportation and administration differences between Yangon University, Dagon University and Mawlamyine University.

As for the activities, each university has yearly and monthly activities, sport activities and so on. The mean scores result showed that the activities of Dagon University are more than Yangon University and Mawlamyine University. This result showed school environment that involve the activities of each University was also different. The differences may be the nature of activity, the objective of activity and the frequency of activities so on.

For transportation, Dagon University is far from downtown and Yangon University situated in downtown area. For the students of Dagon University, they face the problems of transportation every day. They experience this problems such the traffic problem, insufficient public transportation and taking time as. For the Yangon University, it is easy to go and back from University by their car or taxi or public bus and it easy to arrange something to go and back even late. For Mawlamyine University, it is not a big city and it is also neither near nor far from downtown compare with other Universities. The students who lived in urban area are not difficult to come to University but the students who lived in rural area always take more time and take the ferry that arranged by the responsible person in this areas such as Mudon, Thanphyu Zayuat. Transportation factor was clearly difference between Universities. Concern about the administration, the students experience the difficulties for getting needed information, the supporting for required processing in University etc.,. The administration was also different between Universities. According to the mean scores, students form Dagon University experience the difficulties of administration more than other two Universities. Administration is one of the important components of school environment for doing schooling process. This research results showed that the three components which are activities, transportation and administration clearly differ between Universities. Thus, authority figures

and responsible person should aware the importance of these components that involved in school environment.

4.0 Conclusion

The general objective is to explore the relationship between school environment and self-esteem of university students and the specific objectives are: (1) the relationship between self-esteem and components of school environment; (2) the gender differences on self-esteem; (3) university differences on self-esteem and school environment; and (4) university differences on components of school environment.

This paper reflects the current situation of Universities. Although the results showed that self-esteem does not correlate the total school environment, there was relation between some components of school environment and self-esteem: activities and transportation. According the findings, self-esteem does not relate the gender difference as well as there was no difference between three Universities. This means that whether high or low self-esteem does not concern the University. However, there is mean scores differences on school environment between Universities. The finding showed that school environment was significantly different between Universities.

The study explored the correlation between self-esteem and components of school environment. According to the results, the correlation between self-esteem and activities was found and self-esteem and transportation was also relatively correlated. There is no significant relationship between self-esteem and other components such as facilities, classroom situation, canteen and administration. It can be found that the activities and transportation components relate to the self-esteem of students.

For the differences of components of school environment between Universities, the components of activities, transportation and administration were significantly differences between Universities. In accordance with the results, the transportation is one of the important components for students. This component also significantly correlates the self-esteem of students. Most of the universities are far from the downtown and thus all students spent their time and energy on the way as well as on the bus for going to university every day. The students from any University faced the problems of transportation every day. Among them, the more the far away, the more they get bad experiences. The transportation component was clearly difference between three Universities. This state of mind may impact their self-esteem to some extent. This result reflects the current situations of Universities and should be considered to explore the further study and also investigate the limitations and benefits of school environment and its influence on the students' self-esteem.

This paper will implicate something for consideration of students' self-esteem and school environment for our society. If we recognize or account the finding of research that consistent with current situation, it will be the supportive for the improvement of our education procedure, system and our students. I hope this paper will provide some contributions for our society as well as further research. I also hope this research will open as the foundation for further investigation of self-esteem of students and school environment although there was some limitation in this study.

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