

**UNIVERSITI MALAYSIA SARAWAK**

Grade: \_\_\_\_\_

**Please tick one**

Final Year Project Report

Masters

PhD

**DECLARATION OF ORIGINAL WORK**

This declaration is made on the \_\_\_\_\_ th day of JUNE year 2015.

**Student's Declaration:**

I, NICOLLETTE TABA ANAK TUIS , 37494, FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT, hereby declare that the work entitled, THE INFLUENCE OF SELF-ESTEEM AND INTERPERSONAL SKILLS TOWARDS STUDENTS' ACADEMIC ACHIEVEMENT is my original work. I have not copied from any other students' work or from any other sources with the exception where due reference or acknowledgement is made explicitly in the text, nor has any part of the work been written for me by another person.

\_\_\_\_\_

\_\_\_\_\_  
Nicollette Taba Anak Tuis (37494)

**Supervisor's Declaration:**

I, NUR FATIHAH BINTI MAT YUSOFF , hereby certify that the work entitled, THE INFLUENCE OF SELF-ESTEEM AND INTERPERSONAL SKILLS TOWARDS STUDENTS' ACADEMIC ACHIEVEMENT was prepared by the aforementioned or above mentioned student, and was submitted to the "FACULTY" as a \*partial/full fulfillment for the conferment of BACHELOR OF SCIENCE WITH HONOURS (COGNITIVE SCIENCE), and the aforementioned work, to the best of my knowledge, is the said student's work

Received for examination by: \_\_\_\_\_ Date: \_\_\_\_\_

NUR FATIHAH MAT YUSOFF

I declare this Project/Thesis is classified as (Please tick (√)):

- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)\*
- RESTRICTED** (Contains restricted information as specified by the organisation where research was done)\*
- OPEN ACCESS**

I declare this Project/Thesis is to be submitted to the Centre for Academic Information Services (CAIS) and uploaded into UNIMAS Institutional Repository (UNIMAS IR) (Please tick (√)):

- YES**
- NO**

### Validation of Project/Thesis

I hereby duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic and research purposes only and not for other purposes.
- The Centre for Academic Information Services has the lawful right to digitize the content to be uploaded into Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis if required for use by other parties for academic purposes or by other Higher Learning Institutes.
- No dispute or any claim shall arise from the student himself / herself neither a third party on this Project/Thesis once it becomes the sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student himself/herself without first obtaining approval from UNIMAS.

Student's signature: \_\_\_\_\_ Supervisor's signature: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_

Current Address:

NO24, TAMAN BATU 9 ½, JALAN PENRISSEN, 93250 KUCHING, SARAWAK  
[Click here to enter Address Line 2.](#)

Notes: \* If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the date of restriction indicated, and the reasons for the confidentiality and restriction.

**THE INFLUENCE OF SELF-ESTEEM AND INTERPERSONAL SKILLS TOWARDS  
STUDENTS' ACADEMIC ACHIEVEMENT**

NICOLLETTE TABA ANAK TUIS

This project is submitted in partial fulfilment of the requirements for a  
Bachelor of Science with Honours  
(Cognitive Science)

Faculty of Cognitive Sciences and Human Development  
UNIVERSITI MALAYSIA SARAWAK

The project entitled ‘The Influence Of Self-Esteem And Interpersonal Skills Towards Students’ Academic Achievement’ was prepared by Nicollette Taba Anak Tuis and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Cognitive Science)

Received for examination by:

-----  
(NUR FATIHAH MAT YUSOFF)

Date:

-----



## ACKNOWLEDGEMENTS

Firstly, I would like to give praise and appreciation to God for his guidance and strength given to me during the process and completion of this project. I thank God for giving me the wisdom when I felt morally weak, courage when I was afraid, and knowledge when I lacked clarity. Without God's intervention, it would have been impossible for me to have attained this height of a successful completion in my project.

I would like to take this chance to express my thoughtful gratitude and deep regard to my Final Year Project supervisor, Puan Nur Fatimah Binti Mat Yusoff, for her guidance and appreciated feedbacks and constant inspiration throughout the time of this project. Her experienced suggestions and feedbacks were of enormous help throughout my Final Year Project work. Her insightful criticism kept me passionate to attain a goal of producing a good and presentable project.

Big thanks to my grandparents, Mr Goh Labang and Mdm Dully Harry, thank you for your unfailing love and support. And also to my Aunts and Uncles whom I love so much, thanks for all your supports and love. I hope I have been a positive role model for my siblings and cousins. To my relatives, I appreciate your prayers and timely words of encouragement. The completion of my bachelor's degree is possible today because of your love and concern. I am so blessed to have you all in my life.

I also would like to say a big thank you to all the lecturers of Faculty of Cognitive Sciences and Human Development, specifically to all lecturers from Cognitive Sciences Department. Thank You so much for all the knowledge and guidance shared during my period of study. Last but not least, many Thanks to all my friends who have supported and shared their knowledge with me either directly or indirectly. Lastly, I would like to say thank you to everyone who helped me in the completion of my research. God bless all of You, Amen.

## TABLE OF CONTENTS

LIST OF TABLES.....	v
LIST OF FIGURES.....	vi
ABSTRACT.....	vii - viii
CHAPTER ONE INTRODUCTION .....	1
CHAPTER TWO LITERATURE REVIEW.....	11
CHAPTER THREE METHODOLOGY.....	17
CHAPTER FOUR RESULTS .....	26
CHAPTER FIVE DISCUSSION.....	42
REFERENCES.....	49
APPENDIX A HYPOTHESIS 1: TO IDENTIFY THE DIFFERENCE LEVEL OF SELF-ESTEEM BETWEEN MALE AND FEMALE (T-TEST).....	55
APPENDIX B HYPOTHESIS 2: TO IDENTIFY THE DIFFERENCE LEVEL OF INTERPERSONAL SKILLS BETWEEN MALE AND FEMALE (T-TEST).....	56
APPENDIX B HYPOTHESIS 2: TO IDENTIFY THE DIFFERENCE LEVEL OF ACADEMIC PERFORMANCE BETWEEN MALE AND FEMALE (T-TEST).....	57
APPENDIX D THE SURVEY QUESTIONNAIRES.....	58

## LIST OF TABLES

Table 1 Conceptual Framework.....	7
Table 2 Research Hypothesis.....	8
Table 3 Likert Scales.....	19
Table 4 Negative Keyed Questions .....	21
Table 5 Hypothesis Testing.....	24
Table 6 Analysis of Respondents' Age.....	27
Table 7 Analysis of Respondents' Gender.....	27
Table 8 Analysis of Respondents' Races.....	28
Table 9 Analysis of Respondents' Programme.....	28
Table 10 Reliability Statistics (RSES).....	30
Table 11 Reliability Statistics (Interpersonal Skills).....	31
Table 12 Hypothesis 4: Test Using ANOVA.....	33
Table 13 Hypothesis 5: Test Using ANOVA.....	34
Table 14 Hypothesis 6: Test Using ANOVA.....	35
Table 15 Hypothesis 7: Test Using Pearson Correlation.....	37
Table 16 Hypothesis 8: Test Using Pearson Correlation.....	38
Table 17 Hypothesis 9: Test Using Pearson Correlation.....	39
Table 18 Hypothesis 10: Test Using Multiple Regressions .....	40

## LIST OF FIGURES

Figure 1 Analysis of Respondents' CGPA.....	29
---	----



## **ABSTRACT**

This study is aimed to investigate the influence of self-esteem and interpersonal skills towards students' academic achievement in Faculty of Cognitive Sciences and Human Development, University Malaysia Sarawak (UNIMAS). This study is carried because of the facts that not everyone is aware the important of self-esteem and interpersonal skills among students at the University level. Since fewer of research of self-esteem and interpersonal skills conducted, this study can help people to understand and enrich their knowledge about the important of self-esteem and interpersonal skills among students. The result showed that the most dominant factor that influences the students' academic achievement is the self-esteem. Self-esteem is vital for student to achieve better result in their education. Based in this study, it concluded that to achieve desire goals in life, we have to build positively high level of self-esteem.

*Keywords:* Self-esteem, Interpersonal Skills, Academic Achievement

## **ABSTRAK**

Kajian ini bertujuan untuk mengkaji pengaruh tahap keyakinan diri dan kemahiran interpersonal terhadap pencapaian akademik pelajar di Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS). Kajian ini dijalankan kerana fakta bahawa tidak semua orang sedar akan pentingnya tahap keyakinan diri dan kemahiran interpersonal di kalangan pelajar di peringkat universiti. Setakat ini tidak banyak penyelidikan tentang kepentingan tahap harga diri dan kemahiran interpersonal yang dijalankan. Kajian ini juga boleh membantu orang ramai untuk memahami dan meningkatkan pengetahuan mereka tentang kepentingan keyakinan diri dan kemahiran interpersonal di kalangan pelajar. Hasil kajian menunjukkan bahawa faktor yang paling dominan yang mempengaruhi pencapaian akademik pelajar adalah keyakinan diri. Mempunyai tahap keyakinan diri yang tinggi adalah penting untuk pelajar mencapai keputusan yang lebih baik dalam pendidikan mereka. Berdasarkan kajian ini, kesimpulan dapat dibuat dan ia menunjukkan bahawa untuk mencapai matlamat keinginan dalam hidup, kita perlu membina tahap keyakinan diri yang positif dalam diri kita.

*Kata kunci:* Harga diri, Kemahiran Interpersonal, Pencapaian Akademik

# **CHAPTER ONE**

## **INTRODUCTION**

Low or high level self-esteem in adolescence and young adulthood is a risk factor for negative and positive outcomes in life. For example, Trzesniewski, Donnellan, Moffitt, Robins, Poulton and Caspi (2006) found that low self-esteem during adolescence foresees low level of mental and physical health can having worse economic well-being, and higher levels of criminal activity in young adulthood (Erol & Orth, 2011). People have their own innate identity. They often want to know who they really are, what they really want to achieve in life and what their existence means in this world (Eggen & Kauchak, 2004). Interpersonal skills and self-esteem devoted with identity are frequently used interchangeably and self-esteem is defined as an individual's feeling of self-respect. In addition, self-esteem is one of the strongest subjects in psychology (Gabauer, Riketta, Broener, & Maio, 2008). Furthermore, understanding the normative of self-esteem trajectory may inform interventions that are designed to promote self-esteem in critical developmental stages, such as young adulthood (Orth, Trzesniewski, & Robins, 2010). During this age, they start to build relationship with people around them and begin to differentiate if they 'suit' in a family, class or community. They keep comparing themselves and other people in a means of success or failure, good or bad and worth or unworthy.

## **Background of Study**

### **Self-Esteem.**

According to the Ministry of Health Malaysia in 2008, 61% of Malaysian from 36,519 subjects aged from 16 years and above were reported to have mental health symptoms and 11% from that are reported trying to commit suicide. This feeling may occur because of low level of self-esteem (Teoh & Nur Atiqah, 2010). Lawrence (1988) stated that self-esteem is formed from the comparison of the self-image and the ideal self. Both elements of self-image and the ideal image come from experience of observing on what we can do and what the society values (Pendlington, 2004). Therefore, the differences between those factors is either it can be negative or positive or it can result in building the negatively and positively self-esteem in themselves. There are several definition about self-esteem that can be found from various aspect and studies.

According to Kaya and Seekes (2004), self-esteem is a developed attitude about one's personality. Hence, self-esteem is a part of many personalities that an individual possess in them. Self-esteem is also defined as related to the relationship each human subject has with himself. The confidence in one's ability to think and act independently, to make decision to achieve goals, to assert one's need, aspirations to aspire and to fight for their success (Dumitriu, Tobolcea, & Dumitriu, 2010). Previous researchers have found that high self-esteem can contribute positive outcomes such as good mental health, social skills and higher level of achievement (Trzeniewski, Donellan, & Robbins, 2003).

Low level of self-esteem can cause depression on individuals and most likely drive the acts of criminality (Woo Bae & Brekke, 2003). Self-esteem can shape individual's personality and self-concept. The requirement to have a good personality is to have positive and high level of self-esteem. However, an individual with negative and low self-esteem is always having problems of self-confidence and positive thinking ability. An individual with a good self-esteem will have confidence that resulting from evaluation of himself and the ability to pursue and achieve their desire goals. This definition was supported by the event research which defines self-esteem as an overall evaluation of one's worth or value as a person (Harter, 2003). It stated the extent which an individual can go to prove competence and worth of living (Harter, 2003). Another research that supports the above statement is by Karussanu and Harnisch (2000), they concluded that the dimensions or components of self-esteem are as feeling competent, power over learning situation, feeling valued by others and sense of self-worth.

### **Self-Esteem and Gender Differences.**

According to Naderi, Rohani, Aizan, Shahrir, & Kumar (2009), they observed 153 participants and found that female participants had a lower self-esteem compare to male participants. From the study, they found that the changing on physical appearance when they reach puberty stage is one of the main causes. Lots of female finds it difficult to accept the changing on their physical appearance (Daubman, 2004). Research on self-esteem describe gender pattern, males and females diverge in their primary source of self-esteem (Booth & Gerard, 2011). Females usually have unsettled feeling about their body shape and weight rather than males (Kileen & Forehend, 1998).

There are many researches about self-esteem and gender differences, the result based on the research found out that female had low level of self-esteem compare to male. The high or low level of self-esteem depends on the personality traits that the individual have, for instance, extraversion, openness, emotional stability and conscientiousness.

### **Self-esteem and Academic achievement.**

Research by Redenbach (1991), concluded that high self-esteem plays an important role in academic achievement, social and personal responsibilities. Academic achievement acts as a main key to evaluate one's total potentialities and capabilities (Shobhna & Rekha, 2009). Besides, the evaluation of individual's achievement is defined as self-perception and self-evaluation of one's objective academic success in term of knowledge attitude or skills developed in school through test scores or marks evaluated by educators (Shobhna & Rekha, 2009). During the past years, a study about relationship between self-esteem and academic achievement is gaining more attention of others researchers (Maruyama, Rubin & Kingsbury, 1981).

### **Self-esteem and Interpersonal Skills.**

Interpersonal relationships consist of several types; affiliation, friendship, relationship with relations and romantic relationship (Dwyer, 2000). However, the focus of this research is on the first two types of interpersonal skills, which is the affiliation and friendship. Affiliation is the basic need for the company of others (Dwyer, 2000). Dwyer (2000) pointed out that the sense of affiliation is more revealed when one is experiencing new strange and vague social condition. The inspiration to interact with others is influenced by both inside and outside and that is consider by one's personality and circumstances. Humans are social beings naturally as

we are born with a family of several individuals we begin to interact with them since there are relationships. According to Suret Kamstra (2007), the perception of interpersonal points out the communication that takes place between two or more people. The concept of relationship shows a friendly or harmonious state of relatedness or connectedness within vocational, social and families setting. It is essentially denotes mutual involvement (Suret Kamstra, 2007).

### **Problem Statement**

This research is to investigate the influence of self-esteem and interpersonal skills towards students' academic achievement. Nowadays, there is lack of awareness on the importance of the self-esteem and interpersonal skills towards student's academic achievement. As we know, it is assumed that academic achievement can be gained if the particular student has excellent cognitive abilities and given a lot of effort in learning. However, research by Pullman and Allikk (2008) and by Nagar, Sharma and Chopra (2008) designates that the association between self-esteem and academic achievement was modest. Not everyone have excellent interpersonal skills. That is why human can be divided to two categories which are the introvert and extrovert of person. A person that have low self-esteem is always the person that from introvert category. Even though there is no any concrete evidence to support the theories but mostly people will say that the low self-esteem person is always an introvert person. Woolfolk (2004) describes that self-esteem is the value which we can place on our own characteristics, abilities and behaviours (as cited in Muhammad Faisal & Akhtar, 2013). Hence, by doing this study, it can help to find the main factor that affecting the students' academic achievement.

## **Significance of Study**

The level of self-esteem is important to make sure that students can get through all the phases on their life to make sure that they can build a very strong foundation as a successful person. This study is vital because self-esteem plays an important role in building individual confident in human lives and keeps them aware of the dangers and benefits in self-esteem.

## **Objective**

### **General Objective.**

The general objective of this study is to investigate the influence of self-esteem and interpersonal skills among undergraduate students of Faculty of Cognitive Sciences and Human Development in University Malaysia Sarawak. In summary, the specific objectives are as followed below:

1. To determine the differences in the level of self-esteem between male and female.
2. To determine the differences in the level of interpersonal skills between male and female.
3. To determine the different level of academic achievement between male and female.
4. To identify any difference in the level of self-esteem among student according to their respective year of study.
5. To identify any different level of interpersonal skills among students accordingly their respective year of study.
6. To identify the any different level of academic achievement among students accordingly their respective year of study.



7. To identify the relationship between self-esteem and interpersonal skills among students.
8. To identify the relationship between self-esteem and academic achievement among students.
9. To identify the relationship between interpersonal skills and academic achievement among students.
10. To identify the most dominant factor (self-esteem or interpersonal skill) that influences the academic achievement

### **Conceptual Framework of Study**

Conceptual framework is designed based on research objectives and problem statement. It is used as a guideline in this research.

**Table 1: Conceptual Framework**

<b>Independent Variable</b>	<b>Dependent Variable</b>
Self-esteem  Interpersonal Relationship	Academic Achievement

**Table 2: Research Hypothesis (Alternative Hypothesis)**

H <sub>1</sub>	There is a significant different level of self-esteem between male and female.
H <sub>2</sub>	There is a significant different level of interpersonal skills between male and female.
H <sub>3</sub>	There is a significant level of academic achievement between male and female.
H <sub>4</sub>	There is a significant different level of self-esteem among students accordingly their respective year of study.
H <sub>5</sub>	There is a significant different level of interpersonal skills among students accordingly their respective year of study.
H <sub>6</sub>	There is a significant different level of academic achievement among students accordingly their respective year of study.
H <sub>7</sub>	There is a significant relationship between self-esteem and interpersonal skills.
H <sub>8</sub>	There is a significant relationship between self-esteem and academic achievement.
H <sub>9</sub>	There is a significant relationship between interpersonal skills and academic achievement.
H <sub>10</sub>	What is the dominant factor (self-esteem or interpersonal skills) that influence the students' academic achievement. ( <b>Research Question</b> )

## **Definition of Term**

### **Self-esteem.**

Self-esteem is how we value ourselves in positive or negative ways (Guglielmi, 2011). Self-esteem also can be defined as an overall evaluation of one's worth or value as a person (Harter, 2003). Self-esteem is also describes as a self-concept that contains all the positive characteristics and beliefs of a person's worth, cognitive, physical and social competence (Muhammad Faisal & Akthar, 2013).

### **Interpersonal Relationship.**

Interpersonal relationship is the result of interaction between some personality traits and psychosocial factors which occur in multiple social interactions (Dumitriu, Tobolcea, & Dumitriu, 2010).

### **Academic Achievement.**

Academic achievement or academic success is defined as a self-perception and self-evaluation of individual's education success in term of knowledge, attitude or skills development in school/college/university through test scores or CGPAs evaluated by educators (Shobhna & Rekha, 2009).

## **Limitation of Study**

Like other researches or study, there are obstacles or boundaries that restrict their study. In this research, there are several limitations that present, such as the sample of the respondents. The respondents for this study is only focus on the undergraduates students from Cognitive sciences in UNIMAS and not involving the whole students in the University. Furthermore, there are lots of factors that can scale the cause of the self-esteem, but in my research, I am only focusing on genders, interpersonal relationship, academic achievement and year of study.

## **Chapter Summary**

These chapters' target is to make the readers or other researchers to have more understanding regarding the concept in this study. It is also discusses the introduction of this research topic. Moreover, it provides the background of the study, problem statement, research objectives, conceptual framework, research hypothesis, and significance of study, limitation of the study and definition of terms. All the information will be used as guidelines for the following chapter, which is the Literature Review.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter discusses on the previous researches and findings that have the same objectives of this study. There are several related theories that are used to support this research. The main functions of the literature review are for seeking confirmation, clarification and improving the research methodology and broadening important knowledge in the area of the study (Rusli & Hasbee, 2011). According to Harper (1970), self-esteem is one fundamental need of human beings (as cited in Bell, 2009). He proposed that human beings need to portray potential for learning and growth that can be accomplished successfully once the need for self- esteem has been fulfilled (as cited in Bell, 2009). Besides, the production of positive self-concept and self-confident in social and academic setting are result of a healthy self-esteem (King, 2002).

**Self-Esteem.** Self-esteem is the way individual perceives, symbolized and accept ourselves as worth beings in this world (Oregon Resiliency Project, 2003). Everyone must have the self-esteem in order to perform in the daily routine but the differences are the level of self-esteem inside individuals. The level of self-esteem will reflect how individual performs in a daily task and life. Self-esteem is popular among the psychology field of research and still being study by many researchers. Throughout of human life span, highs self-esteem promotes the development of human potential entirely (Habibollah, Rohani, Tengku Aizan Jamaluddin, & Kumar, 2009).

The development of self-esteem starts since we were young and the process will occur again at the young adulthood stage. The development processes is a continuous process. Based on the research of Blascovich and Tomaka (1991), children are not born with the ability to differentiate the good and the bad. There is also some researchers said that the value of self-esteem occur during the transition to the early adolescence (Quatman and Watson (2001). Coppersmith (1967) defines that self-esteem:

*“The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to believe himself or herself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of the worthiness that is expressed in the attitudes the individual hold towards himself. (pp.4-5)*

Based on the Coppersmith (1967), the researcher define self-esteem as a perception about our self and how we perceive in this world, it is either we like to be ourselves or we do not like to be ourselves. The more we feel and evaluate ourselves the more we will reflect our own characters (Coppersmith, 1987).

**Self-esteem and Interpersonal Skills.** Self-esteem acts as a monitor of social belongingness, therefore, self-esteem monitors people’s measurement of how valued they are and how others accepts them (Leary & Baumeister, 2000). The recent research by Dumitriu, Tobolcea, and Dumitriu (2010), focusing on determining the self-esteem of participants, evaluating the capacity of developing human relationships with members of a group and establishing the effect of self-esteem on the building and the development of interpersonal skills.

The research sample is 80 male and female students who attended the psychopedagogical module in the Department of Teaching Staff Training, they came from rural and urban environment. The methodology used was applying the self-esteem-appreciation scale or Rosenberg Self-Esteem scale (RSES) to measure the participants' level of self-esteem.

**Student Academic Achievement and Self-esteem.** According to Kohn (1994), student achievement and the over confident can occur when the adult is built up by the over praise of their academic achievement. This is because, the student might feel good and satisfied towards his or herself but unfortunately, and that kind of feeling is a drawback for the process of modification and building up self-esteem (Kohn, 1994). Attention on the relationship between self-esteem and academic performance has arisen since researcher indicates that self-esteem facilitates academic achievement but stated that high self-esteem is a minor role on the result of good academic achievement (Baumeister, Campbell, Krieger & Vows, (2003). Furthermore, a research studied by Pullmann and Allik (2008), showed that low general self-esteem does not necessary ensure a poor academic achievement.

**Self-esteem and Gender Differences.** According to Gurian (2002), puberty is defined as the transition from children to the level that filled with multidimensional changes and where the changes of the physical, cognitive and social change. Usually, the changes of the development can affect an individual self-esteem and typically female will hit puberty first than male (Trzeniewski, Donellan, & Robbins, 2003). Furthermore, when puberty happens, the changes between male and female are difference. Male usually will gain muscles but not female.

Female will usually gain fat, and this causes female to feel dissatisfied of their body and not confidence (Daubman, 2001). In the previous study about self-esteem and gender differences, the result found that female have low self-esteem compare to male. The largest gap in gender differences and self-esteem is among student range age 15 to 18 years old. The reason why female has low self-esteem is because of physical appearances.

Female usually have unsettled feeling about their weight and body shape rather than male (Kileen & Forehand, 1998). According to Naderi, Rohani Aizan, Shahrir and Kumar (2009), 153 participants have been observed and they concluded that female have low self-esteem score compare to male and one of the causes is the changing of puberty. Based on Teoh and Nur Afiqah (2010), the research that they conducted found out that any gender difference is associate with level of self-esteem but more related to personality. The higher or low self-esteem is depending on the personality traits that the individual possessed. For example, extraversion, openness, emotional stability and conscientiousness (Teoh & Nur Afiqah, 2010).

**Sociometer Theory.** Several researchers also stated that Sociometer Theory proposed that self-esteem acts as a barometer of individual's perceived past, present and future relational value (Leary & Baumeister, 2000). Then Kirkpatrick and Ellis (2003), explained that self-esteem has separate functions and domain to monitor the various types of social interactions. It showed that human has more than one internal sociometer that acts to ensure individual's acceptance from their social group. A research by Athony *et al.*, (2007), adopted Sociometer Theory had found that individual with low self-esteem tends to show less confident in relation to be accepted with novel social group. In contrast, a person with high self-esteem does not fear being rejected by the social group.