

**ACADEMIC CLASS LABELING ON THE SELF-ESTEEM AND
ACADEMIC PERFORMANCE OF FORM 2 STUDENTS:
A RE-EXAMINATION**

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DEDICATION

I would like to thank my family; En. Mat Ariff b. Lebai Jiwa,
Pn Che Aishah bt Hassan, Nor Azliza bt Mat Ariff and Mohd. Nurul
Akmal b Mat Ariff for their love and support.

DECLARATION

I do hereby declare that all work described in this Project Paper was undertaken by me unless otherwise acknowledged in the text and none of the work has been submitted for any academic degree.

All source of quoted information have been acknowledged through references.

Nor Azlina Bt Mat Ariff

**ACADEMIC CLASS LABELING ON THE SELF-ESTEEM AND ACADEMIC
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ABSTRACT

The purpose of this study was to determine the significance of the class labeling system used in schools on the students' academic self-esteem and academic performance. The Kruskal-Wallis One-Way Analysis of Variance and Pearson Product Moment Correlation were used to analyze the data. The researcher also included socio-economic status and sibling position as two contributing factors that may influence the individual's self-esteem. The researcher used the respondents' total score of Form 1 End-year Examination result to determine the relationship between the students' self-esteem and their academic performance. A specific school was chosen based on the class labeling system that they used. The researcher randomly selected Form 2 students in that school as the respondents for this research. The translated version of the Rosenberg's Self-Esteem Scale was used as the research instrument in the study. Based on the results gathered from the analyses, the researcher concluded that there is a statistically significant relationship between class label and students' academic self-esteem. In contrast, there is no significant relationship between academic performance and self-esteem, self-esteem and socio-economic status and self-esteem and sibling position. However, the results from this study could not be generalized to all students because this study has a small number of population and only involved one school in one particular state. Therefore, the researcher would also like to suggest to future researchers who are interested to do a

study on a similar area to conduct a larger scale study with a larger population so that the results obtained from the study could be generalized to all students particularly in Malaysia. The researcher also hoped that through the findings gathered from this study, a better class labeling system that does not affect the students' academic self-esteem could be implemented in schools.

PERKAITAN PELABELAN KELAS KE ATAS KEYAKINAN KENDIRI DAN PENCAPAIAN PELAJAR TINGKATAN 2: SATU KAJIAN SEMULA

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti kepentingan sistem pelabelan kelas yang digunakan di sekolah-sekolah keatas keyakinan sendiri akademik dan pencapaian akademik pelajar. Ujian Satu Hala Varian Kruskal-Wallis dan Ujian Korelasi Pearson telah digunakan didalam kajian ini untuk menganalisis data. Pengkaji juga telah memasukkan status sosio-ekonomi dan kedudukan pelajar didalam keluarga yang mungkin menjadi dua faktor penyumbang yang mempengaruhi tahap keyakinan sendiri pelajar. Pengkaji juga menggunakan markah keseluruhan pelajar berdasarkan pencapaian Peperiksaan Akhir Tahun Tingkatan Satu untuk mengukur hubungan antara keyakinan sendiri dan pencapaian akademik pelajar. Sebuah sekolah yang khusus telah dipilih berdasarkan sistem pelabelan kelas yang digunakan di sekolah tersebut. Para pelajar Tingkatan Dua telah dipilih secara rawak sebagai responden didalam kajian ini. Skala Keyakinan sendiri Rosenberg yang telah diterjemah kedalam Bahasa Melayu digunakan sebagai instrumen didalam kajian ini. Berdasarkan keputusan-keputusan yang didapati daripada semua analisis yang dilakukan, pengkaji membuat kesimpulan bahawa terdapat hubungan yang signifikan secara statistik di antara label kelas dan keyakinan sendiri akademik pelajar. Sebaliknya, tidak terdapat hubungan yang signifikan secara statistik di antara keyakinan sendiri dan pencapaian akademik, keyakinan sendiri dan status sosio-ekonomi dan keyakinan sendiri dengan kedudukan pelajar didalam keluarga. Walaubagaimanapun, keputusan yang diperolehi dari kajian ini tidak dapat mewakili semua pelajar kerana jumlah populasinya yang kecil dan cuma melibatkan sebuah sekolah di satu negeri sahaja. Oleh itu pengkaji ingin mencadangkan agar pengkaji lain yang berminat untuk membuat kajian di dalam

bidang yang sama agar menjalankan kajian yang melibatkan skala lebih besar dengan jumlah populasi yang lebih ramai supaya dapatan kajian tersebut boleh mewakili semua pelajar terutamanya di Malaysia. Pengkaji juga mengharapkan agar melalui hasil dapatan kajian ini, satu sistem pelabelan yang lebih baik dan tidak memjejaskan keyakinan sendiri akademik pelajar dapat dilaksanakan di sekolah-sekolah.

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ACRONYMS

RSE	—	Rosenberg's Self-esteem Scale
UPSR	—	Ujian Penilaian Sekolah Rendah
SES	—	Socio-economic status

CHAPTER I

INTRODUCTION

1.1 Introduction

The practice of grouping students based on their learning ability has long been practiced in the Malaysian education system. However, not many people who are involved in the teaching field realized the negative effects that the labeling system has on the students. Introduced by Howard Becker, the Labeling Theory was originally used in sociological studies of deviant behavior. In the 1950s and 1960s, there were many researches done in the field of education based on this theory. The researches were done to determine the students' academic performance with regards to the labels they received in class and also to find out the teachers' expectations toward the students.

According to Rist (1977), an educational researcher, the labeling behavior is referred to as 'group definitions' and the social reactions received by the individuals are the shapers of the deviant behavior. To a great extent, the labels that students are given, even if the labels are positive, encouraged labeled students to live up to what is expected of them. In today's educational system, the class labeling scheme is based on academic achievement. However, there are many factors which could be regarded as the contributing factors that might influence a student's academic achievement and one of the factors is academic self-esteem and self-concept. According to Marsh &

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