

**Self-esteem and Academic Self-concept in University Students with Cambridge and
Secondary School Background**

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FA19-BPY-049

Session (2019-2023)

BS Psychology

A Thesis Submitted In Partial Fulfillment for the Requirements of the
Degree of BS Psychology

DEPARTMENT OF HUMANITIES

COMSATS UNIVERSITY ISLAMABAD, LAHORE CAMPUS, LAHORE.

Spring, 2023

Research Completion Certificate

It is certified that the research work contained in this thesis entitled “**Self-esteem and Academic Self-concept in University Students with Cambridge and Secondary School Background**” has been carried out and completed by **Mr. Umair Saleem**, Student ID: **FA19-BPY-049**: Student of BS Psychology, session 2019– 2023. This study is an independent research work and carried out under given instructions and consideration.

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Declaration

I, Mr. Umair Saleem, Student ID: FA19-BPY-049, student of BS in Psychology, session 2019-2023, hereby declare that the material printed in this thesis titled “**Self-esteem and Academic Self-concept in University Students with Cambridge and Secondary School Background**” is original work and has not been printed, published, or submitted as research work, thesis, or publication in any form in any university or research institution in Pakistan or abroad.

Dated: _____

Signature: _____

Dedication

With the name of Allah, the Most Gracious and the Most Merciful. My sincere gratefulness goes to my beloved parents, my dearest siblings, my respected supervisor, my respected co-supervisor and my closest friends for their endless support and encouragement. I am thankful to all, who helped me to complete this research.

ACKNOWLEDGEMENT

Start with the Name of Allah, the most Merciful, and the most Beneficent. Praise be to the Lord of all worlds.

First of all, I would like to thank Allah for bestowing upon me the abilities necessary to finish this thesis. Next, I want to thank Dr. Muneeba Shakeel, my supervisor, for letting me conduct this study. I'm grateful to my supervisor for her support, understanding, and advice because they helped me a lot. I'm grateful for your extensive knowledge, which has helped me learn a lot.

Thank you so much for continuing to have faith in me. I owe a great deal of gratitude to my co-supervisor, Ms. Huma Ijaz, for her constant advice, astute criticism, and unceasing support. Her knowledge and commitment have been crucial in forming this research and honing my concepts. She gave me her time, her tolerance, and her support, and I owe her a lot.

I am incredibly appreciative of my parents for supporting me at all times. I am appreciative of their unwavering love, support, and confidence in my skills. Throughout my academic career, their support and sacrifices have served as a constant source of inspiration.

I want to express my gratitude to my friends and students for their encouragement, talks, and support. Their camaraderie and intellectual stimulation have made writing this thesis a lot more fun. . My greatest friends Sidra Naz, Kainat Ijaz, Ayesha Ahsan, Ramal Fatima, Kainat Khalid, and Abdulmanan greatly assisted me with data collection, and I am very appreciative. Also receiving my gratitude are my closest friends Sidra Naz, Kainat Ijaz, and Wajeaha for helping me complete this entire degree

by teaching me better time management and coping skills. This research would not exist today without their assistance.

Finally, I want to express my sincere gratitude to everyone who has directly or indirectly contributed to my research and has offered assistance, inspiration, and understanding during this process. I am grateful to have such wonderful people in my life who are patient, kind, knowledgeable and supportive. With the help and cooperation of all of them, it have been possible.

Umair saleem

Table of Contents

No.		Page#
1	Chapter 1: Introduction	1
	Self-esteem.....	1
	Low self-esteem	3
	High self-esteem	4
	Inflated self-esteem	5
	Academic self-concept.....	6
	General academic self-concept.....	8
	Specific academic self-concept.....	8
	Cambridge school system.....	8
	Secondary school system.....	11
	Relationship between self-esteem and academic self-concept	13
	Importance.....	15
2	Chapter 2: Literature Review	17
	Theoretical Framework.....	17
	Other theoretical perspective is.....	17
	Empirical evidence.....	20
	Indigenous researches.....	20
	International researches.....	23
	Objectives.....	25
	Hypothesis.....	25

3	Chapter 3: Method	26
	Research design.....	26
	Sample.....	26
	Inclusive/Exclusive Criteria.....	26
	Demographic Characteristics of study participants.....	27
	Measures.....	27
	Scales.....	28
	Procedure.....	29
	Ethical Consideration.....	30
	Statistical Analysis.....	30
4	Chapter 4: Results	31
	Independent sample t-test.	31
	Scores of independent sample t-tests	32
5	Chapter 5: Discussion	33
	Conclusion	33
	Limitations and Suggestions	36
	Implication and Future Trends	37
6	References	39
7	Appendices	

No.	List of Tables	Page#
	Table 1	27
	Demographics characteristics of the study sample (N=250)	
	Table 2	31
	Comparison of Academic Self-Concept and Self-Esteem scores between university students with Cambridge background and secondary school background through independent sample t-test (N=250)	

List of appendices

Appendix A

Permission Letter for Data Collection

Appendix B

Consent Form

Appendix C

Demographic Information Form

Appendix D

Academic Self-concept Scale (ASCS).

Appendix E

Rosenberg Self-Esteem Scale (RSE)

Appendix F

Plagiarism Report

Abstract

The present study focused on the self-esteem and academic self-concept of students with Cambridge and secondary school background. In this study, the sample consisted of 250 university students enrolled in different government and private universities of Lahore, doing bachelors in any field with the age range 18 to 25. These participants were selected from different government and private universities of Lahore. Self-report measures including the demographic questionnaire, Rosenberg Self-Esteem Scale (RSE) and Academic Self-Concept Scale (ASCS) were used to assess the study's variables. T-test analysis demonstrated that there is no significant difference between self-esteem and academic self-concept among students with Cambridge and secondary school background. Moreover, this study revealed that there could be certain factors that effect the relationship between academic self-concept and self-esteem among students with Cambridge and secondary school background that can lead to no difference in self-esteem and academic self-concept between them. These factors may include individual attributes such as motivation, learning style, and personal resilience, as well as environmental factors like teacher support, classroom climate, and peer relationships. Understanding the role of these factors can provide valuable insights into why students from different educational backgrounds may exhibit similar levels of self-esteem and academic self-concept, highlighting the complexity of the relationship and the need for comprehensive support systems in promoting positive self-perception among all students.

Keywords: self-esteem, academic self-concept, Cambridge and secondary school background.