

The Relationship between Dimensions of Personality, Self Concept and Family Influence on Students in the FELDA Scheme in Johore Malaysia

Azizi Yahaya

*Corresponding Author: Associate Professor, Faculty of Education
Universiti Teknologi Malaysia 81310 UTM Skudai Johor*

E-mail: p-azizi@utm.my

Tel:+60127570298; Fax: +607550542

Jamaludin Ramli

Faculty of Education, Universiti Teknologi Malaysia

Yusof Boon

Faculty of Education, Universiti Teknologi Malaysia

Mohammed Najib Abd Ghaffar

Faculty of Education, Universiti Teknologi Malaysia

Zurihanmi Zakariya

Ministry of Youth and Sport, Putrajaya

Abstract

The purpose of this study is to identify the relationship between the dimensions of personality, self-concept and family influence. The sample consists of 214 students from two secondary schools in the FELDA settlement in Johor. Random cluster sampling was carried out. A pilot test was carried out to determine the internal consistency of the questionnaire. The assessment instrument used in this study was the Malay version of the Junior Eysenck Personality Inventory (JEPI) which has a reliability level of 0.5739. The Malay version of the Tennessee Self-concept Scale which has a reliability level of 0.8657 was also used. The family influence questionnaire which has a reliability level of 0.7913 was also used in this study to identify the effects of family influence in the aspects of family cohesiveness, religious and moral aspect and freedom aspect. Descriptive statistic and Pearson's Correlation were used to analyze the relationship between the dimensions of personality, self-concept and family influence. The results show a weak relationship between the dimensions of personality and self-concept, and between the dimensions of personality and family cohesiveness. However, there is no relationship between the dimensions of personality and the religious /moral and freedom aspect. The results also show that there is a strong relationship between self-concept and family cohesiveness and a moderate relationship between self-concept and the religious/moral aspect. However, there is no relationship between self-concept and freedom.

Keywords: Personality, self-concept and family influence

Introduction

Stepping into the new millennium. Malaysia has the hope that the Science and Technology world today will bring forth much comfort and leisure for its citizens. Nevertheless, in the quest for a better life, some obstacles and problems have surfaced which must be overcome.

The progress in the field of Science and technology has stirred a strong desire and passion in the human race to reach the ideal state. However, the values of humanity should also be inculcated along side the development of Science and Technology.

A good and strong education plays an important role in creating an honorable society and moulding the young generation to become useful citizens who could help in the economic, social, cultural and political development of the society.

The country's National Educational Philosophy whose main aim is to humanize man should be given utmost priority in this matter. The NEP is also responsible in producing honorable behavior and a good and stable personality with a strong belief in the almighty God. In Malaysia, this is not a problem as the primary and secondary school curriculum is based on this philosophy.

Every individual is born unique and no one is quite the same as the other. According to Mizan Adilliah et. al. (2000), this difference will cause individuals to have different dimensions of personality and self-concept of themselves. Self-concept is the way an individual perceives himself and his potential to evaluate his strengths and weakness. According to Kamaruddin (1996), personality is how another individual perceives yourself and self-concept is your own perception of yourself.

Self-concept is formed through the social interaction of an individual with his or her environment. As a result of the interaction with significant people, mainly the family members, the personality and self-concept are formed.

In view of this, the relationship between family members is important. The relationship and the role played by family members today differ from what is used to be in the yesteryears. This is due to the development in technology, industrialization and globalization.

A family has a strong influence and effect on the development of a child. This is because a child spends more time among family members than he does in a school with friends and teachers. Robiah and Zaiton (1987) agree to the fact that a school can never fully take over the responsibility from a family even in a modern society.

According to Halimah and Kamariah (1993), the parents influence the development of the self-concept and personality of their children way before they step into schools. Children who do not have an acclaimed personality are a result of the family that does not fulfill their responsibility. Due to a lack of parental love and supervision, teenagers will retaliate and get involved in social ills such as free sex, co-habiting, smoking, drug abuse, illegal racing, robbing and many more. The social ills have spread so widely that it has become a national problem today.

Problem Background

Even though Malaysia is a developing nation, it has still been plagued by serious problems that should be overcome by the authorities as well as by the society. The social ill of youths has gained a wide media coverage and has caused certain quarters to worry about it, especially the surrounding community.

This problem is serious as there is a tendency for those involved in petty crimes to become criminals in the near future. According to Manja (1990), youth delinquency or youth social ills have become a universal problem faced by nearly every nation today. Malaysia has been plagued by this problem since the past 30 - 40 years. Truancy has become a serious problem nowadays since it has been linked with drug abuse among youths. A local daily newspaper, *Utusan Melayu* published a report on truancy stating that in 1983, about 25,542 secondary school students have played truant.

Youths in both urban and rural schools especially the FELDA settlements experienced this problem. On the average, about 20 youths are involved in drug abuse in these FELDA settlement schemes (Berita Harian, 1997). This would in fact affect their lives and their future.

This problem is mainly due to the weakness in the role played by the family members. As a result, the self-concept and personality of the children would be adversely affected. A young child is influenced by the interaction of individuals surrounding him or her. As a result of these interactions, a child will form its own attitude, self-concept and dimensions of personality. According to Fulmer (1972), self-concept is dependent on the interactions of an individual with the surroundings. The parents and the family members are the significant people at home.

At the FELDA settlements, parents are busy working in the fields and as a result, their children are left to fend for themselves at home. Because of this, these children are neglected and often retaliate.

To overcome this problem, a stable family institute should be developed. A stable and happy family will eventually produce children who are free of the social ills and who develop and grow in a good, productive and stable environment. It is therefore important for students to identify the type of personality and self-concept and the precise kind of environment that accounts for it. This could be great help for the society, school and family especially for them to make the necessary changes and adjustments to ensure a successful future and life.

Problem Statement

As Malaysia is a developing nation, all members of the society should contribute to the development of the nation. Youths, who are the country's future leaders, should possess a positive self-concept and an honorable personality.

However, a question that keeps haunting the nation today is how these youths have been trapped in the web of social ills. Of equal importance is the factor or factors that influence the involvement of youths in this matter. The factors which would be studied are the influence of the family members in the aspect of family cohesiveness, religious and moral aspect and freedom aspect.

With reference to all factors stated above, how do these factors influence the self-concept and dimensions of personality of youths in the FELDA settlement?

Objectives of Study

This study is undertaken to achieve the following objectives:

1. To identify the dimensions of personality of students in the FELDA settlement.
2. To identify the self-concept of students in the FELDA settlement.
3. To identify the level of family influence on students in the FELDA settlement
4. To establish if there is a relationship between the dimensions of personality and self-concept.
5. To establish if there is a relationship between the dimensions of personality, self-concept and family influence.

Hypothesis

Many past studies have focused on the relationship between the dimensions of personality and self-concept with academic achievement. However, studies on the relationship between the dimensions of personality and self-concept and family influence have yet to be found.

The null hypothesis is as below:

1. There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and self-concept.
2. There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and family influence.
3. There is no significant relationship between self-concept and family influence.

4. There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and the aspect of family cohesiveness.
5. There is no significant relationship between self-concept and the aspect of family cohesiveness.
6. There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and the religious and moral aspect.
7. There is no significant relationship between the self-concept and the religious and moral aspect.
8. There is no significant relationship between the Extraversion-Neuroticism dimensions of personality and the freedom aspect.
9. There is no significant relationship between self-concept and the freedom aspect.

Importance of Study

It is hoped that this research would be beneficial to many parties especially the parents who play an important part in the forming and development of their children's self-concept and dimensions of personality. It is of importance to the parents since they are responsible for creating a conducive family environment. This study would make the parents realize the importance of positive interaction with their children. This would in future encourage parents to increase their interaction with the children and also to improve their parenting skills in educating their children.

This study would also be beneficial to teachers as it would increase their understanding on the effects of parental involvement in the development of the self-concept and dimensions of personality of their students. It would also serve a guide to counselors in schools to plan a suitable programme to help their students. This is of importance as the young minds are the ones who would lead the nation in the future.

Scope of Study

This study focuses on the relationship between the dimensions of personality, self-concept and family influence. This research focuses on the Extraversion (Extravert-Introvert) and Neuroticism (stability-Neurotic/Non stability).

This study is also restricted to the Form 4 students from two schools in the FELDA settlement in Johor, who have just obtained their Lower Secondary Examination or PMR results. This group of Form 4 students is chosen because they are in the midst of their teenage life. This study does not take into account other outside factors that could influence the development of dimensions of personality and self-concept such as the socio-economic status and the educational level of the parents.

Methodology

The research undertaken is a descriptive survey aimed at identifying a relationship between dimensions of personality, self-concept and family influence of Form 4 students from schools in the FELDA settlement in Johor.

Descriptive and inference statistics is used in this research. The descriptive statistics was used to obtain the frequency, percentage and the mean distribution. Inference statistics was used to identify the relationship between the variables. Pearson's Moment Correlation was used to analyze the data to identify the degree of relationship between the dimensions of personality, self-concept and family influence.

Research Procedure

A research through the library was started to get some information on past research related to the subject matter. The researcher first obtained a letter of identification from the Education Faculty, UTM, and Skudai. Then, an application was sent to the Educational, Planning and Research Department to obtain permission to carry out the research. An application was also sent to the Johor State Educational Department to obtain permission to use the schools in the state for the research. Lastly, permission was also obtained from the respective principals of schools.

A pilot study was carried out to test the reliability and validity of the questionnaire. With the help of the class teachers, the questionnaire was distributed to the respondents. The respondents were given a briefing and were requested to answer the statements honestly.

Location of Research

This research was carried out in two secondary schools in the FELDA settlement in Johor. These two schools were chosen because their students fulfilled the criteria of being students in the FELDA settlement.

Population and Sample Size

The research population from the two schools was 494 students. Determination of the sample size was done according to the table of determination recommended by Krejcie and Morgan (1970). The sample size was calculated as 214. Random cluster sampling was done to obtain the sample of Form 4 students from the secondary schools. The average age of the respondents is 16 years.

Instrumentation

The instruments used in this study are a questionnaire. The questionnaire includes questions on the respondents' background, personality, self-concept and family influence. The questionnaire is divided into four parts that is parts A to D. Part A includes questions on the respondents' background, Part B is the Junior Eysenck Personality Inventory whereas, Part C and D is the Tennessee Self-concept Scale and family influence respectively.

Pilot Study

A pilot study was carried out to test the reliability and validity of the questionnaire to be used in the research. 10 students were chosen to conduct the pilot study. The results of the pilot study show that a few questions had to be simplified. These questions were later simplified but by retaining the original meaning. The reliability of Part B, C and D are 0.5739, 0.8657 and 0.7912 each.

Data Analysis

The collected data was analyzed using the Statistical package for Social Sciences (SPSS) Programmed. Pearson's Product Moment Correlation was used to identify the relationship between the self-concept, dimensions of personality and family influence and to test the hypothesis.

Results

Dimensions Of Personality

The results obtained were analyzed to see if the dimensions of personality fall into the low or high category in the dimensions of Extraversion, Neuroticism and Lie scale.

Table 1: Distribution of Extraversion

Extraversion	Number	Percentage
Introvert	49	22.9
Extravert	165	77.1
Total	214	100.0

The results show that 49 of the respondents or 22.9 % fall in the dimension of Introvert whereas 165 respondents or 77.1 % fall in the dimension of Extravert.

Table 2: Distribution of Neuroticism

Neuroticism	Number	Percentage
Emotional Stability	120	56.1
Neurotic(Emotional Instability)	94	43.9
Total	214	100.0

Note: The analysis shows more than half of the respondents or 56.1 % are emotionally stable.

Table 3: Distribution of Respondents in the Lie Scale

Lie Scale	Number	Percentage
Low	214	100.0
High	0	0
Total	214	100.0

It is observed that all the 214 respondents or 100 % of the respondents are in the low level of the lie scale. No respondent falls in the high level. This shows that the data from all 214 respondents is accepted.

Analysis of Self-Concept

Table 4: The Self-concept level of Respondents.

Self-concept Level	Number	Percentage
Low	0	0
Moderate	180	84.1
High	34	15.9
Total	214	100.0

On the whole, the results show that of the 214 respondents, 180 respondents or 84.1 % have a moderate self-concept about themselves and 34 respondents or 15.9 % have a high self-concept.

Analysis of Family Influence

Table 5: Category of Family Influence

Category of Family Influence	Number	Percentage
Low	0	0
Moderate	145	67.8
High	69	32.2
Total	214	100.0

On the whole, 145 of the respondents or 67.8 % fall in the moderate category of family influence, whereas 69 respondents or 32.2 % are in the high category.

Table 6: Distribution of Family Cohesiveness Aspect

Category of Family Cohesiveness Aspect	Number	Percentage
Low	5	2.3
Moderate	104	48.6
High	105	49.1
Total	214	100.0

About 104 or 48.6 % of the 214 respondents are in the moderate category. Meanwhile 105 or 49.1 % of the respondents are in the high category. Only 5 or 2.3 % fall in the low category.

Table 7: Distribution of the Religious/Moral Aspect.

Category of the Religious and Moral Aspect	Number	Percentage
Low	0	0
Moderate	67	31.3
High	147	68.7
Total	214	100.0

The results show that 67 of the respondents or 31.3 % are in the moderate category of the religious/moral aspect. 147 or 68.6 % of the respondents fall in the high category and there were no respondents in the low category.

Table 8: Distribution of the Freedom Aspect

Category of the Freedom Aspect	Number	Percentage
Low	2	.09
Moderate	194	90.7
High	18	8.4
Total	214	100.0

The results show that of the 214 respondents, only 2 respondents or 0.9 % are in the low category. 194 respondents or 90.7 % are in the moderate category whereas 18 respondents or 8.4 % are in the high category.

Testing the First Null Hypothesis: There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and self-concept.

Table 9: Relationship Between the Extraversion- Neuroticism Dimensions of Personality and Self-concept.

Variable Relationship	Correlation value	Level of Significance	Number of Respondents
	r	p	N
Extraversion Dimension of Personality and Self-concept	0.341	0.000	214
Neuroticism Dimension of Personality with Self-concept	-0.373	0.000	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The correlation value, r obtained is $r = 0.341$. According to the correlation classification table. The r correlation value obtained shows a weak relationship between Extraversion and self-concept. The significant value, p is 0.000. This p value being less than α (0.01) shows a significant relationship between Extraversion and self-concept at the significant level of 0.01.

In the analysis of the relationship between the Neuroticism dimension of personality and self-concept, the significant level $\alpha = 0.01$ was chosen. The correlation value, r obtained is - 0.373 and this shows a weak reverse correlation. The significant value of $p = 0.000$ is less than the value of 0.01. This shows a significant relationship between Neuroticism and self-concept.

Testing the Second Null Hypothesis: There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and family influence.

Table 10: Relationship Between the Extraversion- Neuroticism Dimensions of Personality and Family Influence.

Variable Relationship	Correlation value	Level of Significance	Number of Respondents
	r	p	N
Extraversion Dimension of Personality and Family Influence	0.260	0.000	214
Neuroticism Dimension of Personality and Family Influence	-0.213	0.002	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

A correlation value of $r = 0.260$ was obtained to test the relationship between the Extraversion dimension of personality and family influence. This r value shows a weak or low relationship. The p value of 0.000 is less than the value (0.01) and this shows a significant relationship between the Extraversion dimension of personality and family influence.

To analyze the relationship between the Neuroticism dimension of personality and family influence, a correlation value $r = -0.213$ was obtained. This shows a weak and reverse correlation. The significant value $p = 0.002$ was obtained. This p value is less than $\alpha(0.01)$ and this shows a significant relationship between the Neuroticism dimension of personality and family influence.

Testing the Third Null Hypothesis: There is no significant relationship between self-concept and family influence.

Table 11: Relationship between Self-concept and Family Influence.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Self-concept and Freedom	0.597	0.000	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between self-concept and family influence. A correlation value $r = 0.597$ obtained shows a positive correlation of moderate strength. A significant value of $p = 0.000$ obtained is less than $\alpha(0.01)$. This shows a significant relationship between self-concept and family influence on the whole.

Testing the Fourth Null Hypothesis: There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and the family cohesiveness aspect.

Table 12: Relationship Between the Extraversion- Neuroticism Dimensions of Personality and the Family Cohesiveness Aspect.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Extraversion Dimension of Personality and Family Cohesiveness	0.270	0.000	214
Neuroticism Dimension of Personality and Family Cohesiveness	-0.291	0.000	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between the Extraversion- Neuroticism dimensions of personality and the aspect of family cohesiveness. To study the relationship between the Extraversion dimension of personality and family cohesiveness, a correlation value of 0.270 was obtained. This shows a weak correlation relationship. The p significant value obtained is 0.000. This is less than the value of 0.01. This shows a significant relationship between the Extraversion dimension of personality and the family cohesiveness.

To study the relationship between the Neuroticism dimension of personality and family cohesiveness, a correlation value of $r = -0.291$ was obtained. This is a weak and reverse relationship. The significant value obtained, $p = 0.000$ is less than the significant value. This shows a significant relationship between the Neuroticism dimension of personality and family cohesiveness.

Testing the Fifth Null Hypothesis: There is no significant relationship between self-concept and family cohesiveness.

Table 13: Relationship between Self-concept and Family Cohesiveness.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Self-concept and Family Cohesiveness	0.608	0.000	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between self-concept and family cohesiveness. A correlation value $r = 0.608$ shows a positive and strong relationship. The significant value of $p = 0.000$ is less than $\alpha(0.01)$. This shows a significant relationship between self-concept and family cohesiveness.

Testing the Sixth Null Hypothesis: There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and the religious and moral aspect.

Table 14: The Relationship between the Extraversion- Neuroticism Dimensions of Personality and the Religious and Moral Aspect.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Extraversion Dimension of Personality and the Religious and Moral Aspect	0.112	0.102	214
Neuroticism Dimension of Personality and the Religious and Moral Aspect	-0.123	0.072	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between the Extraversion- Neuroticism dimensions of personality and the religious and moral aspect. The r value obtained is $r = 0.112$. This is very weak relationship. The significant value of $p = 0.102$ is more than the α value of 0.01. It shows that there is no significant relationship between Extraversion dimension of personality and the religious and moral aspect.

A correlation value of $r = -0.123$ was obtained to test the relationship the Neuroticism dimension of personality and the religious and moral aspect. This shows a very weak reverse relationship. The significant value obtained was 0.072 and this is more than the α value of 0.01. It shows that there is no significant relationship between the Neuroticism dimension of personality and the religious and moral aspect.

Testing the Seventh Hypothesis: There is no significant relationship between self-concept and the religious and moral aspect.

Table 15: The Relationship between Self-concept and The Religious and Moral Aspect.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Self-concept and the Religious and Moral Aspect	0.405	0.000	214

Note: Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between self-concept and the religious and moral aspect. The correlation value is $r = 0.405$ and this shows a moderate relationship. The p value, $p = 0.000$ is less than the α (0.01) and this shows a significant relationship between self-concept and the religious and moral aspect.

Testing the Eight Hypothesis: There is no significant relationship between the Extraversion- Neuroticism dimensions of personality and the freedom aspect.

Table 16: Relationship Between the Extraversion- Neuroticism Dimensions of Personality and the Freedom Aspect.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Extraversion Dimension of Personality and Freedom	0.086	0.211	214
Neuroticism Dimension of Personality and Freedom	0.076	0.268	214

Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

The table above shows the relationship between the Extraversion- Neuroticism dimensions of personality and the freedom aspect. A correlation value of $r = 0.086$ was obtained for the relationship between the Extraversion dimension of personality and the freedom aspect. The value shows a very weak correlation. The significant value of $p = 0.211$ which was obtained is more than $\alpha(0.01)$. This shows that there is no significant relationship between the Extraversion dimensions of personality and the freedom aspect.

To study the relationship between the Neuroticism dimension of personality and the freedom aspect, a correlation value of $r = 0.076$ was obtained. This value shows a very weak correlation. The significant value obtained which is $p = 0.268$ is more than the α value of 0.01. it shows that there is no significant relationship between the Neuroticism dimension of personality and the freedom aspect.

Testing the Ninth Hypothesis: There is no significant relationship between self-concept and the freedom aspect.

Table 17: The Relationship between Self-concept and the Freedom Aspect.

Variable Relationship	Correlation value r	Level of Significance p	Number of Respondents N
Self-concept and Freedom	0.053	0.439	214

Correlation is significant at the significant level $\alpha=0.01$ (2 tail)

To study the relationship between self-concept and the freedom aspect, a correlation value of $r = 0.053$ was obtained. This value shows a very weak relationship. The significant value of $p = 0.439$ obtained was more than $\alpha(0.01)$. This shows that there is no significant relationship between self-concept and the freedom aspect.

Suggestions

Based on the results obtained, the researcher would like to make some suggestions which could be used as a guide:

1. Parents should realize the importance of family influence on the aspect of family cohesiveness and religious and moral aspect towards the development of their children's personality and self-concept. Parenting styles and child rearing practice are also important. The values held by their parents and all their actions have an impact on the children's lives.
2. The Parent and Teacher Association should also play an active and proactive role in schools. Parents and teachers in schools should work together to draft or plan activities which could foster ties among parents and their children.
3. Apart from looking into the students' academic achievement, schools should also identify the students' background, dimensions of personality and self-concept. The school management, the students' affairs unit and the counseling unit should play an important part in this effort.
4. Students should be exposed to motivation talks and seminars. They should also undergo leadership training where they could build self confidence, independence and build their self esteem.
5. The teachers in schools should realize the importance of involving parents in activities and programmers at the school level. Teachers should be encouraged to discuss about their students' problems with the parents. This would give teachers a better understanding and an insight into their students' lives at home.
6. Significant people are important and play an important part in the development of self-concept and dimensions of personality. Students spend a great deal of their time in schools and so teachers become significant in their pupils' lives. Teachers always end up serving as a model for their students to follow.

Suggestions for further Research

The researcher would like to make a few suggestions that can be carried out by other researchers in the future. This study was carried out on Form Four students around the age of 15 to 16 years in the FELDA settlements. A similar study can be undertaken by increasing the sample size. The age range of students can also be increased to include the ages of 13 to 18 years.

This is quantitative research. A further study which combines both the quantitative and qualitative research can be undertaken. For the qualitative research, observation of the respondents while they are with their family can be carried out.

A similar study can also be done by researchers on students from single parent families.

References

- [1] Allport, G. W.(1971) *Personality: A Psychological Interpretation*. London: Redwood Press Limited.
- [2] Atan Long.(1982) *Psikologi Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [3] Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yusof Boon & Abdul Rahim Hamdan (2006). *Mastering Research Method*. Kuala Lumpur: PTS Professional Publishing Sdn. Bhd.
- [4] Azizi Yahaya & Jaafar Sidek Latif (2005). *Development of Self Concept*, Pahang: PTS Publishing Sdn Bhd.
- [5] Azizi Yahaya., & Kamaliah Nordin. (2006). *Relationship Between Self Concepts, Motivation And Parenting Styles Effected Students Achievements*. Unpublished article, Universiti Technology Malaysia.
- [6] Bischof, L. J.(1991) *Interpreting Personality Theories. 2nd ed*. New York: Harper & Rows Publishers, Inc.
- [7] Bowlby, J.(1952). *Maternal Care and Mental Health*. Geneva: World Health Organization.
- [8] Burns, R. B.(1979). *The Self Concept: Measurement, Development and Behavior*. London: Longman
- [9] Cattell, Raymond B.(1965). *The Scientific Analysis of Personality*. Middlesex: Penguin Books.
- [10] Chiam, Heng Keng.(1978). *Tennessee Self Concept Scale: Its Validity*. *Journal of Educational Research*. Fakulti Pendidikan Universiti Malaya. Jilid VIII, 81, 51 - 58
- [11] Coopersmith, S.(1967) *The Antecedents of Self Esteem*. San Francisco: Freeman.
- [12] Engler, B.(1985). *Personality Theories: An Introduction. 2nd ed*. Boston: Houghton Mifflin Co.
- [13] Eysenck, H. J.(1947) *Dimensions of Personality*. London: Routledge and Kegan Paul.
- [14] Fantuzzo, John, W; Davis, Gwendolyn, Y. & Ginsburg, Marika D.(1995). *Effects of Parental Involvement in Isolation or with Combination with peer Tutoring on Student Self Concept and Mathematical Achievement*. *Journal of Educational Psychology*. Vol. 87, No. 2, 272-281.
- [15] Habibah Alias dan Noran Fauziah Yakub.(1997). *Psikologi Personaliti*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [16] Halimah Abdul Rahman dan Kamariah Ibrahim.(1993). *Pengurusan dan Pengelolaan Pusat Pra Sekolah*. Kuala Lumpur: Fajar Bakti.
- [17] Hamachek, Don, E.(1971). *Encounters With the Self*. New York: Holt, Rinehart and Winston, Inc.
- [18] Hirschi, Travis.(1969) *Causes of Delinquency*. California: University of California Press.
- [19] Krejcie, R. V. & Morhaan, D. W.(1970) *Determining Sample Size for Research*. *Educational and Psychological Measurement*. 30, 607 - 610.
- [20] Lahey, Benjamin B.(1995). *Psychology: An Introduction*. USA: C. Brown Communication, Inc.
- [21] Marsh, H.W. & Gouvenet, P. J.(1989). *Multidimensional Self Concept dan Perceptions of Control: Construct Validation of Responses by Children*. *Journal of Educational Psychology*. Vol. 81. No. 1, 57 - 69.

- [22] Mizan Adiliah et. al.(2000). *Konsep Kendiri: Anda adalah Apa yang Anda Fikirkan*. Kuala Lumpur: Planet Ilmu Sdn. Bhd.
- [23] Munn, N. L.; Fernald, L. D. & Fernald, P.S.(1969). *Introduction To Psychology*. New York: McGraw Hill Book Co.
- [24] Rogers, S. R.(1951) *Client Centred Therapy*. Boston: Houghton Mifflin.
- [25] Siti Sara Bt. Hamzah.(2000). Hubungan di antara Konsep Kendiri dengan Permasalahan disiplin di Kalangan Pelajar Tingkatan Dua dan Tingkatan Empat Sekolah-sekolah di Kawasan Bandar Kota Tinggi: Satu Tinjauan. *Tesis UTM*.