

## Abstract

The objectives of this research are to investigate the self-esteem for junior secondary school students in Macau, and its relationships with student-parent relation and students' life adaptation.

The sample of this research consists of 587 form one to form three students taken from three secondary schools in Macao. The questionnaire comprises of four parts: basic data, Coopersmith Self-esteem Scale, Parental Relation and Life Adaptation. Reliabilities of different measuring scale range from 0.7166 to 0.9200, indicating a high internal consistency obtained. Various statistical technique, Pearson Product-moment Correlation Coefficient, t-test, One-way ANOVA, Stepwise Regression, are used to test the relationships between students' self-esteem and various independent variables. In-depth interviews are also conducted for students as measured as high and low self-esteem, with two from each group. Major findings are as follows.

1. The order of teens' overall self-esteem from different form level is form one, form three and form two respectively. Form one students have higher self-esteem than secondary two and secondary three students. Moreover, the differences of overall self-esteem from form one and form two, form one and form three, are obvious. Teens are afraid of presenting theirs opinion, and they lack leadership ability, as reviewed from the social and self-acceptance sub-scale. In addition, male students have higher overall self-esteem than female, as well as in all sub-scales
2. Teens' self-esteem and its various sub-scales have statistical significance relationships with student-parent relation and life adaptation. Sex and grades are relatively less statistical significance than these factors, as a result from Stepwise Regression procedure. The most accurate prediction of self-esteem is, in sequence, life adaptation, student-mother relation and student-father relation.
3. From depth interviews with students of high and low esteems, there are difference between these two groups is terms of thinking methods, social behavior, awareness of parents' education methods, and parental relations. There are also difference in handling self-emotion when undergo life pressures.