



FACTORS AFFECTING THE SELF-ESTEEM  
OF CHINESE MAONAN JUNIOR HIGH SCHOOL STUDENTS



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FACTORS AFFECTING THE SELF-ESTEEM  
OF CHINESE MAONAN JUNIOR HIGH SCHOOL STUDENTS



A Thesis Submitted in Partial Fulfillment of the Requirements  
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THE THESIS TITLED  
FACTORS AFFECTING THE SELF-ESTEEM  
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BY  
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This study aims to investigate what factors related and affecting the self-esteem of junior high school students in China. The participant of this study were 300 junior high school students of Maonan nationality in Guangxi, China in 2023. These students were randomly surveyed in three grades of junior high school. The data analysis uses Pearson product-moment correlation coefficient and multiple regression analysis. The result is as follows: 1) There were significantly positive correlation among self-esteem of Maonan junior high school students in China with seven factors: Parental Support, Parent-Child Relationship, Academic Performance, Teacher-Student Relationship, Friend relationship, Social Using, Ethnic Identity and all at a level of .001 2) There were six factors that affect the self-esteem of Maonan junior high school students in China at .001 level: Parental Support, Parent-Child Relationship, Academic Performance, Teacher-Student Relationship, Friend Relationship, and Ethnic Identity. 3) There is no significant affect between self-esteem and Social Using of Chinese Maonan junior high school students. 4) The significantly predicted equation of studying self-esteem of Chinese Maonan junior high school students at a level of .001 were:  $\hat{Y} = 1.281 + 0.232 X_5 + 0.221 X_3 + 0.153 X_4 + 0.129 X_2 + 0.128 X_1 + 0.126 X_7$ . and (5) in terms of the standard scores were:  $Z = 0.234 X_5 + 0.230 X_3 + 0.161 X_4 + 0.138 X_2 + 0.137 X_1 + 0.125 X_7$ .

Keyword : Self-esteem, Chinese Maonan, junior high school students

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First of all, I should thank my parents most. Both my parents are farmers living in the mountains. My dad only went to elementary school, and my mom only went to junior high school. Over the past year, I have worked hard to train myself into a highly educated person. They told me that I should study and I should be a person who loves to learn.

I live in a poor family, but my parents have been working hard to give me a better life and a better learning environment with their sweat and youthful life. I think I should thank my parents for their support and unconditional trust in me.

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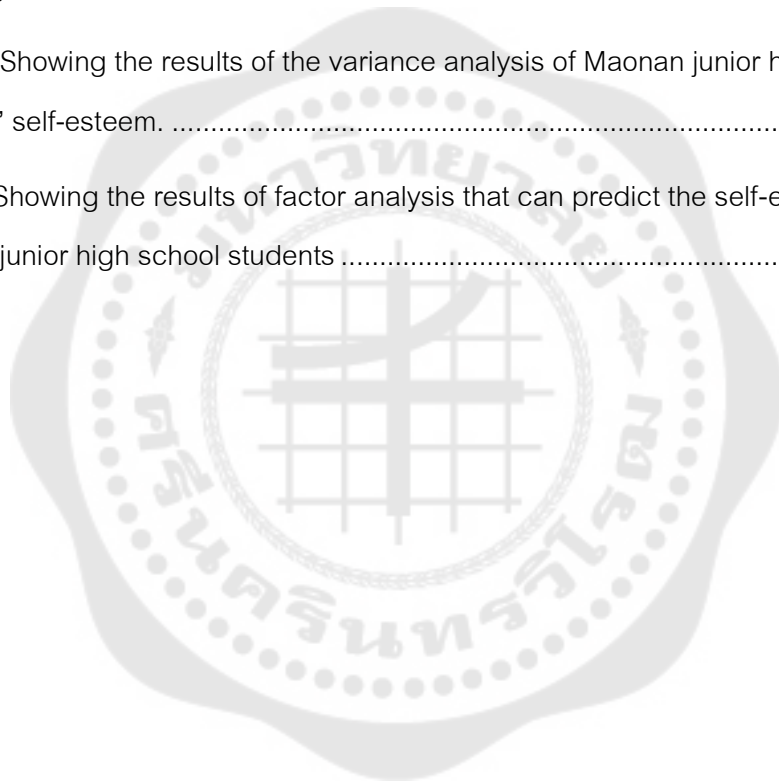
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## CHAPTER 1

### Research background

Self esteem is the perception of a person's qualities. Self esteem is described as high or low self-esteem. People often say whether people's self-esteem is high or low. Especially those who have positive thoughts about their own qualities and appearance often have high self-esteem. And those who lack self-esteem often have negative thoughts about their own qualities and characteristics (Olivine, 2022). Those with high self-esteem can often actively fulfill their obligations to society and social groups. They also have a strong sense of work responsibility, can better utilize their self-awareness and diligent spirit, and can also adapt well to the life and work around them. (Aumeister et al., 2003). People with low self-esteem pay more attention to the opinions of others on themselves, and are prone to feelings of inferiority, loss, depression, and anger, making them very sensitive to negative evaluations. So, whether in work or life, one should be more cautious in their performance. They also have a strong desire to express themselves, but their excessively low self-esteem always makes them think that they are inferior to others in everything and dare not fight for their rights. It is difficult to interact with others equally, and it is also difficult to accept others' kindness with peace of mind. Even when praising others, one often belittles oneself and please others. I always feel that I am ordinary, not as important as others, and I act cautiously in every aspect. (Wilson, 2022). Self-esteem is the experience of affirming oneself and accepting oneself because of his own value and his position in the group. Self-esteem is not entirely dependent on one thing or a set of ideas. Instead, one's self-esteem consists of your perception of everything that defines you as a person, including your personality, accomplishments, talents, abilities, background, experience, relationships and body, and how you see others seeing you. (Vanbuskirk, 2021).

Self-esteem, also known as a kind of self-respect and self-love, and it is required to be respected by others, the collective and the society. Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of

measure of how much a person “values, approves of, appreciates, prizes, or likes him or herself” (Ackerman, 2018).

Self-esteem is the psychological component of personality self-regulation structure. Self-esteem has a strong and weak points, too strong into vanity, too weak into inferiority. Self-esteem can make people unremitting self-improvement, and pay attention to maintain the dignity of personality. Violating a person's self-esteem will cause annoyance, resentment, anger and other emotional experiences. People with particularly strong self-esteem will be narcissistic, opinionated, and do not respect the opinions and emotions of others; the loss of self-esteem will make people feel inferior, or even give up on themselves, degenerate or criminal. Self-esteem is a person in the family, group and partners, which often have a sense of pride, superiority and form a stable emotional tendency and personality characteristics. The establishment of self-esteem is not only related to a person's many advantages and honors, but also related to its superior status. A child with many shortcomings does a good deed. If he is noticed, praised and respected, he feels recognized, and his position in the collective, his self-esteem will make him more self-loving and more strict with himself (Bloch & Merritt, 1993; Lynch & Bermann, 2000).

According to the American Psychological Society, having high self-esteem is key to positive mental health and well-being. High self-esteem is important because it helps people develop coping skills, handle adversity, and see negative factors right. If minority students have higher self-concepts, they do not tend to over excessive attention, blame, self-doubt, despair, or value on their dissatisfied parts. This will also provide a better ability to cope with stress, anxiety, and stress, whether from school, work, family, or peers (Nguyen et al., 2019). Instead, a person with high self-esteem does not feel desperate, trapped or unworthy for any perceived "failure" but is more likely to find where they can change or improve rather than feel like "failure" or despair. Conversely, people with low self-esteem are more likely to have their negative emotions. In fact, studies have shown that being positive and respectful of yourself, especially as a

child, goes a long way in helping you adapt and adapt to the challenges of life (Hosogi et al., 2012).

Nowadays, the education of minority students in China has become a problem of the whole China, which is related to the practical interests and development of China. Without the development of minority education itself, the education development and economy of the whole country will be seriously affected. Most of the minority areas are remote, poor natural environment, relatively lagging economy and other reasons, the problems in the development of minority education are still quite prominent. As a minority group with a small population in China, their education also deserves attention. Ethnic minority students are generally not strong enough or the establishment of self-esteem is not perfect, which is detrimental to the work and life of ethnic minority students after they enter the society (Weijian & Liang, 2018).

China is a multi-ethnic unified country, in addition to the Chinese Han population, there are 55 ethnic minorities. According to China's national population sampling survey, the total population of China's ethnic minorities has reached more than 100 million, accounting for about 8.98% of China's total population. Numerous ethnic groups also constitute the complexity, difficulty and long-term nature of ethnic work and ethnic education. Before the founding of the People's Republic of China, due to historical, social and natural conditions, especially the level of economic development, the development of other ethnic minority areas was relatively backward. People have a certain educational foundation. (Editorial Department of China Encyclopedia Publishing House).

The areas inhabited by Chinese ethnic minorities are generally remote, mountainous, steppe and desert areas. The rule of exploiting class oppression and blockade, make the areas in social production low level, economic backwardness, the social foundation of education is very weak, the difficult development (China Statistical Yearbook 2021), so when minority students have the opportunity to learn with entrance, they will bring stronger inferiority complex, thus to establish a sound system of self-esteem.

### **The influence of Self-esteem on Chinese ethnic minority students**

China is a unified multi-ethnic country jointly created by 56 ethnic groups. People of all ethnic groups have jointly created a splendid cultural environment in their long historical development. On the one hand, ethnic minority students are influenced by ethnic culture and Chinese culture, On the other hand, by the penetration and impact of religious culture and Western cultural thoughts, So I often feel confused, confused, feeling out of direction, Because they can reach only to what they can see on the Internet or hear where others (Department of Culture and Publicity of the Ministry of Culture of the People's Republic of China, 2012).

With the popularity of the Internet, mass culture constantly impact people's lives, the mainstream culture and the campus culture digestion and erosion (Brewer & Kerslake, 2015), to the formation of minority students have a strong impact, seriously affect their ability to judge right and wrong, As a result, most minority students' views on the world and their thoughts on life are chaotic. They are easy to compare their consumption concept with the feeling of happiness in real life, so it often leads to the lack of self-esteem or imperfect self-esteem. For example, the orientation brought by entertainment programs, and the impact of the network world of "we media" (Mahsa et. al., 2019), Let with more minority students see their life and study gap with other places, for the minority students, in thought, this is fatal, for family conditions are a difficult part of the minority students, they are more likely to inferiority, because the material visual impact, also can bring changes in the mind.

Teachers who have worked in ethnic minority areas all share the same feeling: children in ethnic minority areas generally have low self-esteem (Thijs & Verkuyten, 2017), But it often lacks good guidance and positive mediation, and the opportunity to integrate digital technology into life. Content on the modern Internet will bring a lot of negative effects to children. Therefore, it is particularly important to strengthen the education of self-esteem for students in ethnic minority areas.

### **Preliminary exploration of self-esteem in Maonan student**

Before the study began, with the help of the principal of a Maonan junior high school, I visited 300 Chinese Maonan students from three grades.

Through the actual visit survey, we can preliminarily see that most students have a vague understanding of self-esteem, and it can also be seen that senior students have a greater demand for self-esteem.

At the same time, it can also reflect that a family's education for their children can not be ignored. The parenting style of the parents for their children reflects the values and educational concepts of the parents. Different parenting methods are different, parental parenting methods can be roughly divided into the following types: doting, autocratic, laissez-faire, and democratic. Different Parental support lead to different family atmosphere and parent-child relationships (Morin, 2022). "Punishment and severity", "excessive interference", "refusal and denial", and "excessive protection" lead to their children's weak self-esteem, while the "warmth and understanding" parenting style leads to their more strong self-esteem (Orth, 2018).

We can also conduct a preliminary analysis of three self-esteem factors around the student, family, school and social factors (Bahreini et al., 2012). Other research has shown that adolescents have high self-esteem and self-achievement, which is strongly associated with high levels of intimacy and emotional expression at home and close relationships with family members, and that parental expectations can affect children's self-esteem and self-concept. Just like parents in minority areas, most of them go out to work, and they rarely get along with their children, which is an important influence. Family reproduction is the child's first social system, thereby establishing a framework for the child's future development (Yabiku et al., 1999). Young students with poor families showed poor mental state, delayed social interaction, and lower social well-being (Sameroff et al., 1998). The same study found that safe children were based on a better living and social environment given by their parents.

Therefore, in the life education of the school, self-esteem, as one of the extremely important factors of students' mental health, is often overlooked (Prihadi,



2012). In the school environment, In fact, self-esteem is an academic topic performance, About children and adolescents their social functioning and psychopathology , Promoting student self-esteem may be supporting school academic goals, In some ways, self-esteem can affect future achievement, so self-esteem can often be used as a medium between ability and achievement, and achievement can affect subsequent self-esteem (Mann et al., 2004). In terms of social functioning, students with low self-esteem, they tend to have little contact with their peers and do not need the attention of their peers (Prihadi, 2012). Additionally, numerous studies and experiments have shown that worry, depression, and eating pathology in children are associated with having low self-esteem (Arjan et al., 2006). To sum up, the level of students' self-esteem can also be regarded as an important factor affecting academic performance. Students with more positive self-esteem may be motivated to pursue higher academic performance, and achieving higher academic performance may increase their self-esteem. Students with low self-esteem may have social or disciplinary problems as serious as criminal behavior, while those with high self-esteem may perform better and have a better understanding of themselves and life expectations. In other words, self-esteem is easily influenced by the school environment, manifested in the expectations of teachers.

In this study, we also found an interesting phenomenon that students now know most of the external content and choose to communicate with each other through social media, but the authenticity and reliability of these information need to be discussed. It is worth noting that there are now more than one billion social media users in China, which is a huge-number. By June 2022, TikTok had 680 million active users. The active penetration rate of TikTok users in WeChat video account is as high as 59.2%. The official TikTok data also gives an estimate of the number of TikTok (Douyin) users in China from 2021 to 2025. Currently in China's largest social media platform is TikTok, although social media can be a good tool, there are many reasons, but if we are not careful, substantial negative impact on our self-esteem, it may also be our biggest enemy, according to a lot of related data research, most people will social comparison (Jan et al., 2017).



### **Research Questions**

This research project is to understand the Some factors influencing the self-esteem of Maonan junior middle school students, which will involve the following aspects:

RQ 1-What are the factors that related to the self-esteem of Chinese Maonan junior high school students?

RQ 2- What are the factors that affecting the self-esteem of Chinese Maonan junior high school students?

### **Objectives of the Study**

1.To study factors that related to the self-esteem of Chinese Maonan junior high school students in China.

2. To study factors that affecting the self-esteem of Chinese Maonan junior high school students in China

### **Significance of the study**

About the results of this study will benefit Chinese Maonan junior high school students, their teachers, their parents and families, who may gain insights on how to improve self-esteem of minority students. A better understanding of these factors might also lead to a better understanding of why student in minority area had low self-esteem.

The findings also assist those who involved in education management to understand more clearly how important a healthy psychological construction is for our ethnic minority children's study. Their better understanding of the factors revealed in this study may help them in enhancing their the ethnic minority students life.

### **Scope of the study**

Concentrated in Huanjiang Maonan Autonomous County Speaking of the northwestern region of Guangxi Zhuang Autonomous region Region The People's Republic of China. This study will collect data from a junior high schoolsIt is located in Maonan Autonomous County of Huanjiang.

Huanjiang Maonan Autonomous County is the only Maonan autonomous county in China, where more than 80 percent of China's Maonan ethnic population lives. Huanjiang County is one of the poverty-stricken counties in China. At present, due to the transportation and education conditions, the education level of Maonan area is uneven, so the data of junior high school students is selected as the goal for data collection.

The study were students and teachers of two junior high schools in Huanjiang Maonan Autonomous County, Guangxi, China. Students are divided into three grades in junior high school, which are called grades 7,8 and 9 in China.

The research outlined in this paper is based on my background, my experience, and my psychological education of the Maonan students in China. I am a Chinese maonan student, because the education conditions with family's economic conditions, I have not accepted preschool education, in the 90s, my hometown is very backward and remote, so I was 8 years old, directly accepted primary education, my Elementary school, middle school, high school, all in my hometown school, after I finished the high school education, through the Chinese college entrance examination, into the undergraduate college for undergraduate course education. Because of my educational background, I know more clearly how important a healthy psychological construction is for our ethnic minority children's study and life. After graduation from university, I chose to go back to my hometown to work in education. I had six years of education experience in junior high school. Although the education level in the minority areas is improving, I still have obvious disadvantages compared with the education in the cities. Usually extracurricular learning activities, want to let students music, paint, and other artistic activities, or to their ideological guidance, it is obvious that they are not confident, and most of their confidence roots, in their self-esteem is not sound.

Therefore, When I think about the topic I need to choose for my master's thesis I firmly chose This is an analysis of some factors affecting the self-esteem of Maonan junior middle school students in China as my research direction.

## Study Variables

The variables involved in this study can be divided into the following seven variables :

1. Parental support
2. Parent-Child relationship
3. Academic performance
4. Teacher-Student relationship
5. Friend relationship
6. Social using
7. Ethnic Identity

## Definition of Terms

### 1. Self-esteem

Self-esteem refer to overall assessment of the individual's own thoughts and feelings include their positive or negative attitude, and their thoughts and feelings. According to the Rosenberg scale, which was compiled by Rosenberg in 1965 and It was originally designed to assess adolescents' overall feelings of self-worth and self-acceptance. It is also the most commonly used measure of self-esteem among Chinese people in psychology.

2. The factors that affect self-esteem. This refers to the influence on Factor self-esteem of Maonan junior high school students in China, that can be divided into seven factors:

2.1 Parental support refers to a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed.

2.2 Parent-Child relationship refers to relationship between an individual and his or her biological children, or between an individual and his or her legally adopted children.

2.3 Academic achievement refers to the degree to which a student, teacher, or institution achieves its short - or long-term educational goals.

2.4 A student-teacher relationship refers to a relationship between a teacher and a student that strives to gain the trust and respect of the other. This relationship may include how to get to know your students better, providing a plethora of choices and encouraging students to become stronger learners every day.

2.5 Friendship relationship refers to Mutual affection between people, which is a form of friendly interpersonal relationship that is stronger than "acquaintance" or "association," such as classmates, neighbors, co-workers, or colleagues.

2.6 The use of social media refers to an interactive way for people to create, share and/or exchange valuable information and ideas in virtual communities and networks. The Communications and Marketing office manages the main work of Douyin, Kuaishou, Xiaohongshu and Weibo accounts.

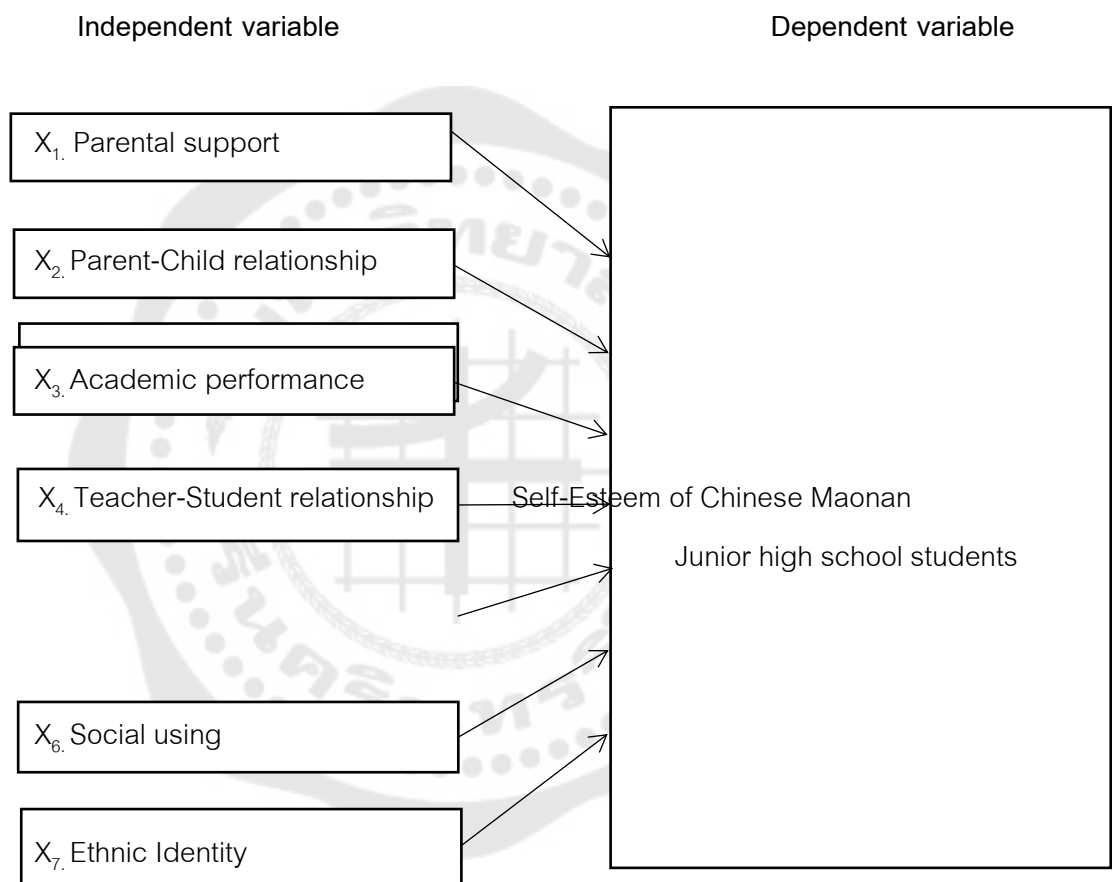
2.7 Ethnic Identity refers to a multidimensional conceptual problem that includes self-classification or labeling, commitment to or attachment to a group, certain values and beliefs associated with the group, and evaluations of the group, many of which involve both positive and negative feelings.

### **Research Hypothesis**

1. Parental support, Parent-Child relationship, Academic performance, Teacher-Student relationship, Friend relationship, Social using and Ethnic Identity factors were related to the self-esteem of the Chinese Maonan junior high school students.

2. Parental support, Parent-Child relationship, Academic performance, Teacher-Student relationship, Friend relationship, Social using and Ethnic Identity factors were affecting the self-esteem of the Chinese Maonan junior high school students.

## Conceptual Framework of the Study



## CHAPTER 2

### LITERATURE REVIEW

This chapter discusses the factors affecting self-esteem and the related research on this content, starting with the concept of self-esteem and involving the factors affecting the self-esteem of Chinese Maonan students. This chapter is divided into four parts: The severity of self-esteem for children, the influencing factors of self-esteem, the self-esteem survey of Maonan junior high school students and related studies.

#### **Self-esteem**

Once a child has self-esteem, he will think he is valuable in his heart, and will become receptive, like and respect himself. When his own heart thinks that he is very good and worthy of love, his heart has a sense of self-worth. Once he has a sense of self-worth, the inner fire of his life and strength is ignited, and he has the determination and motivation to struggle. Therefore, the child's self-esteem, is his good study, hard work for a big motivation. At the same time, self-esteem is also the backbone of a child's personality, a person's sense of dignity as an independent individual. A proud child tries not to be a burden to his family, the collective, and society; not the object of ridicule; or charity. Only when a child establishes perfect self-esteem, can he gradually establish a spirit of independence. In his consciousness, the real happiness is to achieve success by his own efforts, so that he will gradually develop the spirit of active learning (Diener, 1995).

In fact, Self-esteem is a subjective evaluation of a person's own worth. Self-esteem includes beliefs and emotional states about oneself, such as victory, despair, pride, and shame. Self-esteem is an attractive psychological construct because it can predict certain outcomes, such as academic achievement, happiness, marital and relationship satisfaction, and even criminal behavior. Self-esteem is only one component of self-concept, which Rosenberg defines as "the sum total of an individual's own thoughts and feelings." According to Rosenberg (1965), Self-esteem is a comprehensive assessment of oneself their positive or negative attitude, and their thoughts and feelings. (Hensley & Roberts, 1976).

#### **Factors affecting self-esteem**

There are many factors that affect the Development of self-esteem in Chinese minority students, which Can it be broadly divided into two categories: self-factors and external factors. The external factors can be divided into three categories according to the environment; family factors, school factors, and social environment factors all affect the self-esteem of Chinese minority students, as they grow up and enter junior high school, school becomes an important factor affecting their self-esteem; and the social environment influences them (Zhang, 2014).

The family is the first place of human activity. Before entering the school for school education, I first learned living habits, lifestyle, and preliminary interpersonal relationships in the innate environment of the family (Orth et al., 2018). Family education has a lifelong impact on students, and the relationship between them and their parents determines whether the future interpersonal relationship is good and whether they have enough security to establish interpersonal relationships. The parenting style determines the parent-child relationship. In a democratic family, parents and children have a harmonious relationship, and their children's self-esteem is strong. In autocratic or laissez-faire families, The relationship between parents and children is tense, and the children's self-esteem is weak. Generally speaking, parents have a high level of education, relatively speaking for their own high level of knowledge, high quality, so they

will pay more attention to their children's education methods. They know how to educate their children, and they also know what aspects they need to focus on in education in the process of growth, and guide them with a more comprehensive and objective world outlook and values, and will not erase their nature. Under such parental education, these teenagers have relatively sound personalities and thoughts, so they have strong self-esteem. If their parents have a low level of education, their children's self-esteem is relatively weak. Parents' level of education will affect their careers. Although there is no high or low occupation, the professional status of the parents will still affect their children's self-esteem. According to the survey, parents engaged in occupations such as civil service, and children have strong self-esteem, while parents engaged in occupations such as workers, and children have weak self-esteem. The different occupations will lead to the different economic level of the whole family. Juvenile self-esteem also varies between family economic levels (Zhang, 2014). Generally speaking, the family high economic level, and children strong self-esteem; family's economic level is low, children have weak self-esteem. The family composition structure refers to the composition of family members, their interaction, the state of interaction and the relatively stable associative mode formed by this state. On the basis of this definition, the family structure can be divided into families where parents and children live together, called the core family: the family where parents, children, grandparents (or grandparents) live with three or four generations, called the non-core family. Generally speaking, in the core family, the children live together with their parents, and the parents pay a lot of care and attention to their children, so the teenagers in the core family have strong self-esteem. In non-core families, children live with their parents and grandparents, the whole family has a large number, and the family affairs are complicated. Then, the attention and care that parents can give to their children has to be reduced. In some non-core families, their parents are Too busy working to have time to do it take care of their children. Then, children will be taken care of by their grandparents, and relatively speaking, grandparents may lack their education, so their children have weak self-esteem. In China, among ethnic minority families, most of the children live in "non-



core families" (Orth et al., 2018). As the core guide of the family, parents must recognize the importance of family mental health education. From the perspective of parents, to clearly realize the family plays an important role in the growth of the economy children, family education in individual growth contribution to personal quality is very special, it is often influenced influence children, in this interaction, gradually guide the child's personality and personality, the subtle influence from the students' personality formation, from the family mental health education more able to start from the details, for the different child characteristics, help them set up the correct outlook on life and values. A harmonious family atmosphere can help children open up, reduce pressure, and relieve tension and loss, democratic equal family atmosphere can let students white respect, and children have more communication and communication, to help them solve psychological pressure, avoid themselves trapped in their own world, communicate with people, improve interpersonal skills (Abbas,et al., 2022).

"Everyone has the heart of beauty", is an old Chinese saying. Some people are beautiful, and some people look relatively ordinary. As students grow up, they begin to care about their appearance: at the same time, they care deeply about how others think of them. During this period, they are particularly sensitive and afraid of not being recognized and recognized by others, so many people will pursue maverick dress in adolescence (Zhang, 2014). Therefore, their appearance can affect their self-esteem strength. Beautiful people are more liked and welcomed by others. They have strong self-esteem.

Chinese Maonan students' self-esteem level is not stable, but fluctuates throughout primary school and middle school. Individual self-esteem starts from around the age of three and then rises until the age of 11-12 (from grade 5 to grade 6).11-12 is a critical period for the development of self-esteem. Then in the seventh grade, self-esteem remained rising and gradually increased in the eighth and ninth grades (Meliss & Niobe, 2005). For students, the school is the second largest place after the family, and is the place for their initial contact with society. The personality and habits they develop in the family will produce chemistry in the new environment of the school, which may

change their personality and other aspects greatly, and as they enter junior high school, the school plays a leading role this plays in the development of their self-esteem. In school days, learning is dominant, so academic performance has a very important impact on students' self-esteem (Wenjing et al., 2022). Generally speaking, students with good academic performance are respected by teachers and have strong self-esteem, while students with poor academic performance have weak self-esteem (Penn, 2020). In school, you can often see the following situation: some student's own quality or other aspects are not very excellent, they often study hard and want to win respect through academic performance; there are some students who are very excellent in many aspects, such as good personality, like, good appearance, but their grades are very general; some students have been bad, then simply broken; in addition, some students have been good, occasionally a good, was a great blow, are related to self-esteem. Academic performance can affect the level of self-esteem, but the level of self-esteem does not determine the quality of academic performance.

Teachers are very important for the development of student's self-esteem. Teachers, as missionaries, impart new knowledge and eliminate confusion. Teachers and students get along day and night, and the relationship between teachers and students is closely related to students' self-esteem. Some students do not listen to their parents only listen to the teacher, the teacher's words as the "imperial edict", some students and parents relationship is not good, the teacher as their own "parents". Therefore, the teacher-student relationship affects students' self-esteem. Good relationship between teachers and students, strong self-esteem, and weak self-esteem. In addition, teachers 'expectations for students can also affect students' level of self-esteem (King et al., 2009).

As students grow up in adolescence, they may not care about their parents and teachers, but they are very concerned about the eyes of their peers and start to enter a new stage. In the group, students with good interpersonal relationships have strong self-esteem; students who are sympathetic and happy for their success have strong self-esteem; instead, students who are indifferent to peers and not happy for their success

have weak self-esteem; in the group, "respected", "leaders", "leaders" and "authoritative" have strong self-esteem (King et al., 2009).

In junior high school, most students have already started using communication tools such as mobile phones and computer networks. Most of the time, these tools are very beneficial to their learning. So they also began to try social media, but gradually most of the social media began to become a tool of capital and profit. In many areas, some people are engaged in the operation of social media and gain a lot of wealth, such as live reality shows, social media shopping, online promotion, and so on, and gained considerable wealth. Social media use does not affect the self-esteem of most users, while a minority will experience positive or negative effects, and the true relationship that exists between social media use and self-esteem is specific and based on individual sensitivity and use (Drew et al., 2022). According to the study, the impact of social media on the self-esteem of Maonan students is widespread. Social comparison brought by social media does not distinguish between countries and cultural beliefs. Where there are social places and social opportunities, it will bring "social comparison". Junior high school, filled with brands, pop music, factions, and "fear of losing", is the time when "social comparison" really gets the upper hand. And as people focus on attending better universities, finding better jobs, marrying people their friends might admire, build the perfect life with them, and "social comparison" has never gone away. Those with higher self-esteem and less stress in their lives performed better in social comparisons. In general, comparing economically disadvantaged people downward socially often makes me feel better. But those who already have high self-esteem will experience a greater shock. Those with lower self-esteem and those who experienced greater threats or stress in their lives were more likely to use the downward comparison method, which raised their mood, but who already performed better in these areas. It wasn't as good as the one who had it. Using social comparison as a way to motivate us and comparing ourselves to wealthier people can make us feel: If you are on a diet, using a photo of your target body can be more motivating. Career enthusiasts have role models and a clearer sense of where they want to go (Vogel et al., 2014). However, people with low

self-esteem, or those who have recently experienced setbacks, may find social upside comparisons to make them feel worse, leading to depression and often increased stress. (Valkenburg et al., 2006).

In the questionnaire survey of teachers, there was a situation in which teachers highly agreed that "self-esteem" was very important for ethnic minority students, but they also learned that there were no relevant courses or tutoring in the school.

Subsequently, the data from the Chinese Internet survey and the opinions provided by the school teachers were integrated to obtain the following data that the school agreed to conduct the survey. This is comprehensive data of a questionnaire put forward by the school opinions, extracted five major factors affecting students' self-esteem, respectively: family, school, teachers, friends, network and society.

According to the data summary, it can be seen that students for the factors that affect their self-esteem have obvious age differences, junior students think more family and school become the most important factors affecting their self-esteem, and with the growth of age, senior students began to have personal communication circle, they care more about the teacher and friends. With the development of The Times, the guidance of the network and the society has a very important influence on the students at every stage. Under the continuous impact of today's rapidly developing society and traditional ideas, social media has become an indispensable tool in life. Of course, it has also become one of the Factors affecting the self-esteem of Maonan junior high school students. In the questionnaire survey, social media, a factor, has undoubtedly become a common cognition.

The place where Maonan students live and study, in China, is a very backward and underdeveloped area and live in the mountains. What we call "go out and see", for most children, do not have much chance to visit big cities before they go to college or go out to work. Some results were also obtained from interviews with the principals of the survey schools. Students in the usual communication will have some so-called fashionable words, but students who do not know these fashionable words, will become outliers in the eyes of everyone, which also produces the emergence of students forced

to use social media, Because you don't know what people are talking about, you are "unsociable", in junior high school, this age is easy to generate social comparison, social networking sites help people to socialize and increase personal psychological distress, resulting in a lower overall level of self-esteem (Chen & Lee, 2013). More information brought by social media is a process of learning to accept and learn, but the current information needs of social media are not necessarily what the viewers want to see. At the same time, we can compare the data of the SES measurement table with the data of the social media use time, and we can find that the groups that use social media for too long time have an impact on their self-esteem.

In real group life, these years also appear a situation is, most young people on social media content too exaggerated and incite effect, now some young people feel work and does not bring wealth, they want to see on social media, easily earn more wealth. Among TikTok users in China, many young people are trying to become webcam workers, because social media gives them the idea of being a new job that makes money quickly and easily.

For the group of Maonan junior high school students located in the mountainous area, they can only see, understand and collect such information through social media. According to relevant research, the excessive use of social media software will bring about a lot of bad emotions and a decline in self-esteem (Feinstein et al., 2013).

### **Study Variables**

The variables involved in this study can be divided into the following 7 factors:

#### **1. Parental support**

Parental support refers to the set of parental attitudes and behaviors toward the child and the emotional atmosphere represented by the parental behavior. (Darling & Steinberg, 1993).

##### **1.1 .Research related**

From a cognitive point of view, home education is generally considered to be the education that parents (parents first) do in family life. In other

words, parents consciously exert a certain educational influence on their children through their behavior and family life practices. During the home-schooling process, parents who command their children too much can adversely affect the development of their self-esteem. Some parents constantly ask their children in an imperative tone, "Educate your child and let him do things the way you mean it," ignoring whether the child is interested in these things. If the child's behavior does not align with his or her ideas, the child orders it to stop, and then orders it to "correct." (Rand et al., 2010). This way of education does not take into account children's self-esteem, did not take into account the negative impact of this way of education on children, and let children feel that they receive little care, and is greatly limited, is a behavior that hurts their self-esteem, is not conducive to the development of children's self-esteem. Parents' excessive love of their children will have a bad impact on their children's self-esteem. With more and more only children, the doting education method is also adopted by more and more parents. These parents are often responsive to their children, regardless of whether the children's requirements are reasonable. In fact, this way of education is very conducive to the development of children's self-esteem. Children growing up in this environment are surrounded by their parents' love, divorced from the actual rules of life, with little or no criticism and frustration. This way of education is easy to make children have a sense of superiority and form a sense of pride (Yiding et al., 2012). Children's self-esteem is exercised in the process of communicating with partners, teachers, and families in daily life, in a variety of events with a sense of achievement or frustration. Doting makes their self-esteem can not exercise, and become very fragile, once the outside world even a little frustrated, self-esteem will be greatly hurt, it is difficult to accept frustration. Parents expect their children to be better than others, when they see others' children are better than their children, they will say to their children: " You see clearly, he is more capable, his paintings are much more beautiful than you, you are not good." (Sameroff et al., 1998). In fact, this kind of education method is the most direct harm to young children's self-esteem. Long-term or often the use of this way of education will form "I am worse than others" subconscious, this subconscious makes



children's self-esteem in a state of injury. The state of self-esteem is unhealthy, and how to develop well.

## 2. Parent-Child relationship

A parent-child relationship generally refers to the unique and significant special relationship between a parent and child. In law, parentage is defined as the relationship between an individual and their biological children or between an individual and their legal adoptive children. (Mihalec-Adkins, 2020)

A parent-child relationship in general is a relationship that facilitates a child's physical, emotional, and social development. It's a unique bond that every child and parent can enjoy and cultivate. More specifically, this relationship lays the foundation for the child's personality, life choices, and overall behavior. A harmonious family atmosphere is conducive to forming Improve parent-child relationships and promoting children's mental health. A healthy family needs to build with love. Love education is the most effective education for parents for their children. Love children are the nature of parents, the most psychological nutrient children need is "love". As parents, we need to work hard to create a loving atmosphere for our children. So family members respect and love each other, treat each other politely, and deal boldly with the world. Let the family be full of stability, harmony, harmony, warmth, democracy, equality, happiness, and happiness, leaving a harmonious and complete impression on the child, giving the child a kind of trust, security, and happiness (Li et al., 2006). The parenting style determines the parent-child relationship. In a democratic family, parents and children have a harmonious relationship, and their children's self-esteem is strong. In autocratic or laissez-faire families The parent-child relationship is tense, and the children's self-esteem is weak. Mother has absolute authority over their children, and can treat their children with their own will and emotions, such as criticism, criticism, command and command, and so on. In this process, parents often do not consider their children's thoughts, but only need them to obey. Some parents regard their children as their "private property" and can control them. Such a family is often a little too "utilitarian", doing anything is more to consider what the children can bring to themselves, to what

benefits and benefits to the family (China J Health Psychol, 2015). Once the parents think it is useless for study and life, they will strictly prevent their children to participate. If the parents appreciate their children, then the children will have a feeling: I am very good, I deserve good things. Such a child will be very self-respecting and full of self-esteem. But if, on the contrary, parents intentionally or unintentionally belittle their children, the children will also look down on themselves. Low self-esteem comes from the following reasons: more frustrated negative experiences, habitual blame or neglect, from discriminated families, and so on (Schor, 2003).

Young students from poor families have poor psychological status, delayed social interaction, and low social happiness (Sameroff et al., 1998). The same study also found that safe children are based on the better living and social environment provided by their parents. Generally speaking, parents have a high level of education, relatively speaking for their own high level of knowledge, high quality, so they will pay more attention to their children's education methods. They know how to educate their children, and they also know what aspects they need to focus on in education in the process of growth, and guide them with a more comprehensive and objective world outlook and values, and will not erase their nature. Under such parental education, these teenagers have a relatively sound personality and thoughts, so they have strong self-esteem. If the parents have a low level of education, their children's self-esteem is relatively weak (Nguyen et al., 2013). Parents' level of education will affect their careers. Although there is no high or low occupation, the professional status of the parents will still affect their children's self-esteem. According to the survey, parents engaged in occupations such as civil service, children have strong self-esteem, while parents engaged in occupations such as workers, and children have weak self-esteem. Different occupations will lead to the different economic level of the whole family. Youth self-esteem also varies between family economic levels (Zhang, 2014). Generally speaking, the family high economic level, children strong self-esteem; family economic level is low, children weak self-esteem. The structure of family composition refers to the composition of family members and the state of their interaction and mutual influence, as well as the



relatively stable contact mode formed by this state. According to this definition, the family structure can be divided into families where parents and children live together, called the core family: the family where parents, children, and grandparents (or grandparents) live with three or four generations, called the non-core family. Generally speaking, in the core family, the children live together with their parents, and the parents pay a lot of care and attention to their children, so the teenagers in the core family have strong self-esteem. In non-core families, children live with their parents and grandparents, the whole family has a large number, and the family affairs are complicated. Then, the attention and care that parents can give to their children has to be reduced. In some non-core families, their parents are busy with work and have no time to take care of their children. Then, children will be taken care of by their grandparents, and relatively speaking, grandparents may lack their education, so their children have weak self-esteem. In Chinese ethnic minority families, most of the children live in such "non-core families" (Orth, 2018).

### 3. Academic achievement

Academic achievement refer The degree to which a student, teacher, or institution achieves its short-term or long-term educational goals and is measured by ongoing assessment or cumulative grade point average (CGPA). Student test scores or test performance are sometimes used interchangeably with the quality of education when describing the evolution of the education system or comparing the situation of schools or groups of schools (Allen, 2003).

Regarding the issue of The traditional view of the relationship between self-esteem and academic achievement is that academic success leads to the improvement of self-esteem, and the success experience in school is an important factor affecting self-esteem. Brook over, Thomas, and Patterson found a clear correlation between students' self-concept and academic achievement (Brookove, 1965). Jiang Yaoqiang's research in China also showed that self-esteem among junior high school students was significantly positively associated with academic performance (Jiang, 1997). Since the In the 1960s, people began to pay attention to the impact of

self-esteem on students' academic performance. Studies at home and abroad show that students' academic performance is influenced by their self-perception. Covington He found that when self-esteem increased or decreased, he concluded that, perhaps most importantly, self-esteem was changed by direct guidance, and that changes in self-esteem caused fluctuations in academic performance (Covington, 1989). There were significant differences in the self-assessment of self-esteem level, At the same time, self-esteem has a significant impact on academic achievement attribution (Liu, 1998).

#### 4.The relationship between teacher and student

Teacher-student relationship refers to the relationship between teacher and student in an effort to gain trust and respect. This relationship may include getting to know your students better, providing options and encouraging students to become stronger learners every day (Coristine et al., 2022).

Parents and teachers are both "important others" in children's growth, and both are equally important to children. Children's character and living habits before primary school are greatly affected by their parents. After entering school, teachers 'influence on children runs through children's life (Bakadorova & Raufelder, 2018). Children entering school With the teacher is much larger than the time and parents together of the time Teachers 'values, educational methods and attitudes towards children have greatly influenced children's attitude towards learning and their physical and mental growth. From our own learning experience and observation of children's learning experience, we found that if the child likes a teacher, his grades are better, if the child does not like or have a fear of a teacher, his academic performance is likely to be poor. A large part of the children's grades are biased from the children's love and dislike of the teacher (Bergmark & Alerby, 2008).

When the intimacy between children and teachers is poor and the trust is low, students are easy to show that they do not listen carefully in class, do not want to study and do not like to do homework, which is very bad to children's learning attitude and academic performance. When the child trusts the teacher, the teacher cares about the child, and the teachers and students accept and trust each other, a positive

emotional relationship will be established between the child and the teacher. Children's learning enthusiasm is high, and teachers' attention to students is also high. Children are willing to complete the homework and learning tasks assigned by the teacher, and the learning effect will be better (Cornelius-White, 2007).

#### 5. Friend relationship

Friendship relationship refer to The mutual affection between people. It is a stronger form of interpersonal relationships than "acquaintances" or "associations" such as classmates, neighbors, co-workers, or colleagues (Oxford Dictionaries).

Junior High school is a vibrant particular stage and cognitive development. They are in the transition from youth to youth, they have experienced important changes in physical and mental and social development, fundamentally, their personality traits develop rapidly. Moreover, their social relations will also affect their future development direction. Especially in secondary school, students' peer relationships have an important impact on their self-esteem. Research shows Students' self-esteem level is affected by peer relationship. Pupil get along with a good relationship, respect each other and help each other, which can bring good mental health to students and promote their white honor. Especially in the sensitive students, the companion relationship is more important to their white honor. This can help them better cope with the challenges and pressures faced in school and society, thus improving their academic performance and overall happiness (Engels et al., 2016).

#### 6. Social using

Social media refers to the people in the virtual community and creating, sharing and/or in a network to exchange information and ideas interact. The Office of Communications and Marketing manages the Facebook, Twitter, YouTube, linkedin and YouTube accounts (Kietzmann et al., 2011).

Due to the differences in the living environment and living conditions of urban students and rural students, urban students have stronger and weaker self-esteem than rural students. Most of China's ethnic minorities live in rural areas and

relatively economically underdeveloped areas. This is the distinction between society and region. Society is a society in which people contact with people. The Times are developing rapidly, and social media has been inseparable from People's Daily life. When people use social media, they will compare themselves internally. According to observation, the Upward comparisons will make people feel inferior and have negative comments about themselves (Morse & Gergen, 1970). In most cases, the upward comparison will have a negative impact.

In real group life, these years also appear a situation is, most young people on social media content too exaggerated and incite effect, now some young people feel work and does not bring wealth, they want to see on social media, easily earn more wealth. Among TikTok users in China, many young people are trying to become webcam workers, because social media gives them the idea of being a new job that makes money quickly and easily (Mehdizadeh, 2010).

For the group of Maonan junior high school students located in the mountainous area, they can only see, understand and collect such information through social media. According to relevant research, the excessive use of social media software will bring about a lot of bad emotions and a decline in self-esteem (Feinstein et al., 2013). Different regions, environment and history create different nationalities, and different nations have different cultures. In general, adolescents in western countries have higher self-esteem compared with Asian countries (Zhang, 2014).

There are differences in the living environment and living conditions of urban students and rural students, so according to relevant surveys, it is concluded that urban students have stronger self-esteem, and rural students have the weakest self-esteem (Weijian & Liang, 2018). Most of the Chinese Maonan junior high school students live in rural areas or mountainous areas, and their economy and culture are not developed, so their self-esteem is low. Each of us has the need to know ourselves, and we need to know our position in the group and society, so as to realize our own value. After leaving home and school, society is an important place for people to contact for a

lifetime. The sense of identity, satisfaction and demand brought by society are all important to people's self-esteem.

In the student period, the orientation of the society directly affects the students' expectations of their future life and work. Due to the regional differences of ethnic minority students, they have different social levels (Weijian & Liang, 2018). In China has a very popular in minority areas "reading is the only way out", in the minority society, we ordinary think so, because only by reading, college, have a chance to find a job in the future, and get rid of the present they think bad living environment and working environment. Therefore, the social orientation and the unified cognitive problem has become an indirect problem affecting the self-esteem of ethnic minority students.

Then, with the progress and development of the society, a new problem begins to appear, which is the emergence of social media. One of the biggest dangers to the rise of social media is people's unrealistic expectations, created by people sharing only the good moments in their lives (Moaser, 2016).

From this deep-rooted connection to social media has emerged a new form of bullying. If influential people Using the power they have, they can directly change the attitudes, fashions, and thinking of their followers. They promote themselves, their lifestyles and ideas, and can affect the self-esteem of their online fans In China's social media, take China TikTok as an example, many people Using their social media profile, with carefully selected and edited photos and video to show the perfect image, many of which are made of different filter or image editing software. As a result, children and adolescents who track these profiles may feel that they are lives are inadequate and begin to feel worse about themselves (Erin et al., 2014).

The psychological impact of social media has been obvious. For example, teenagers in most countries outside China are using Facebook, like China's Douyin, Facebook is also considered a social network and many pedagogy and psychological experts have been studying the negative impact of Facebook on junior high school students (Muqaddas et al., 2017). Social media to attract teenagers with low self-esteem, but as teenagers social level is higher, the worse problem comparisons.

This may create a lower, distorted self-image. People in this age group are more affected by self-esteem issues: they don't know who they are and who they are becoming, and they are very sensitive to how they compare to others, including appearance, clothes, grades, clubs, and other interests. They are bombarded on TV, in magazines and on the Internet about who they should be and what they should like if they want to be considered "cool", accepted, popular or even normal (Wills, 1981).

Most of the Chinese Maonan junior high school students do not have many opportunities to go out of the mountains and watch the outside world before the end of their junior high school education stage. Therefore, social media has become the biggest platform and way for them to understand the society and the outside world. Social media can also add stress to their daily lives, especially when evaluating their own social media updates. Every time they post an image or status update, they worry about the number of likes, shares, and comments the post will generate. This obsession is another phenomenon of self-esteem comparisons and the potential embarrassment of how others perceive them, especially if the other person gets more attention and positive feedback (Vogel et al., 2014). Therefore, when analyzing the factors that affect the self-esteem of Maonan junior high school students in China, "social media" is a very important analysis factor.

#### 7.Ethnic Identity

Racial identity refers to a multidimensional concept that includes self-categorization or labeling, commitment to or attachment to a group, certain values and beliefs associated with the group, and evaluation of the group, which can be positive or negative (Driedger, 1976).

China is a multi-ethnic country, and each ethnic group has its own unique culture (reflected in language,folk customs, festivals, etc.), such as the "Nadam Fair" of the Mongolian people, the Dai "Water-splashing Festival" and so on. China has always respected the culture of ethnic minorities. For example, China divides different autonomous provinces and autonomous prefectures of ethnic minorities according to the settlements of ethnic minorities. A large number of ethnic groups have been passed



on for thousands of years, not only because they share the same blood connection, but also because they share the same culture and identify with their own nation. National Identity is about personal attitudes, beliefs and identity recognition (McCowan & Alston, 1998). Ethnic identity includes the sense of belonging and responsibility to the nation, positive evaluation and behavior of participating in ethnic activities. It is a complex structure. National identity is based on the national culture (Phinney, 1990).

National identity has certain emotional functions, which will bring individual pride, security, value and dignity. Individuals may have both "personal identity" and "social identity", both of which are integrated into the concept of self. When activating their social identity, people no longer regard them as unique individuals, but as a member of the group (Tajfel, 1972). Individuals in a group seem to have lost part of their self-awareness and personality; individual behavior is "dominated by great power", showing "sense of control", the most typical example is "group thinking -- groups often make more extreme decisions than individuals alone". National identity is the identity of the identity of the national group. National identity is a part of self-identity. National identity will have an impact on individual decision-making, emotions, self-esteem and many other aspects (Le, 1995).

Self-identity is the process of self-development of our own unique sense of the relationship in the world around us (Gladdens, 1984). To put it simply, self-identity is the understanding of oneself, and the recognition of our own state and its own value. In addition to affecting self-identity, national identity also has a great impact on mental health and self-esteem (Yiding et al., 2012). If Maonan There is a very tall student in junior high school sense of national identity, their self-esteem will also become higher.

### **Correlational Research**

In the questionnaire survey and the self-assessment of Self-esteem Scale and SES, it can be seen that the self-esteem of Chinese Maonan junior high school students is generally low, and the factors affecting their self-esteem can be reflected through data analysis. There are many factors affecting the self-esteem of minority students,

which can be divided into three major factors: family, school and society. In view of the special summary of regional and population studies, this judgment can be preliminarily made.

1. Family is the place where students spend the longest time besides their study and daily life. Before students enter school education, first of all in the family environment acquired habits, life style and preliminary interpersonal relationships, family education for influence of teenagers is lifelong, the relationship between them and their parents determines the interpersonal relationship good or not, whether have enough security to establish interpersonal relationship (Theresa, 2008). Take me for example. I am a family from an ethnic minority in rural China. Because of the needs of life, my father went out thousands of miles away from the city to work. In my teenage years, we rarely met, so we had less communication with me, and my mother's education level is low, and she did not know how to educate me, the means of education is also very backward, generally to scold. So this was one of the important factors that led to my low self-esteem in my childhood and teens. Therefore, combining my own experience and the investigation and analysis of relevant data, we can see that when parents are more democratic families, children are Independent, bold, sociable, and capable of independent analysis and independent thinking. More severe parents, often beating and scolding the child, can make the child's character tend to be stubborn, ruthless, stubborn, but also very low in confidence and self-esteem in some things. Families whose parents spoil their children excessively produce families that are capricious, lack independence, are emotionally unstable, and are easily proud of their children. Being overly protective of parents can make children feel passive, dependent, silent, and lacking in interpersonal skills.

The education of the child's parents is not unified, and in the long run, the child's vigilance will be improved and it is easy to develop the child's two sides, become opportunistic easy to say panic. Parents control the educated children, and such a parenting style Can make children become very obedient, too dependent on their parents, lack of independence. and first teacher of our life pattern, in fact, is our parents,



or good or evil, or big or small, or horse galloping, or cautious. Maybe a childhood parents inadvertently a thing caused by. Parents for the beggar, offer a love, children may also learn to be kind to others. Parents in order to get something for nothing, petty theft, children may also catch this bad habit and subconsciously do similar behavior. The former is good, giving good deeds, but is not cynical. The latter is evil, and covets small profits, regardless of the consequences. These are two very different patterns, but both are learned from their parents (Chen et al., 2006).

If what parents show their children is a gentle world, a kind group of people, then when he grows up, hither will be enough heart to endure all sorts of boring life. If parents show their children a secular life and a cruel companion, they will grow up selectively ignoring the beauty and goodness of the world. At present, most of the Chinese minority families are in economically underdeveloped or even relatively poor areas, the family factor has become a very important factor affecting the self-esteem of minority students.

2. After students enter the learning period, The school's impact on their self-esteem is increasingly significant, and students' self-esteem is closely linked with teachers and peers. Teacher's care, encouragement, praise, strict requirements and so on will promote The development of self-esteem in children. in same time, the teachers 'improper educational attitude will also seriously hurt the students' self-esteem. In addition, if they are welcomed by their peers in the communication with their peers, and form an evaluation of self-affirmation, their self-esteem level is also relatively high. For the adolescent students, the school is the second largest activity place after the family, and it is the place for their initial contact with the society. The personalities and habits they develop in the family will create chemistry in the new environment of the school, which may greatly change their personality and other aspects, and as they enter junior high school. Schools Play a dominant role in the development of their self-esteem (Zhang, 2014).

Teenagers mainly study in their school days, so their academic performance Does it have a significant effect on adolescent self-esteem. Generally

speaking, students with good academic performance are respected by teachers and classmates with strong self-esteem, while students with poor academic performance have weak self-esteem. At the same time, teachers in this period are also very important for the development of students' self-respect. Teachers and students get along day and night, and the relationship between teachers and students will affect students' self-esteem. Good relationship between teachers and students, strong self-esteem, and weak self-esteem. In addition, teachers' expectations for students will also affect students' self-esteem level. Foreign studies also show that the relationship between teachers and students has an important impact on children's psychological development. A good relationship between teachers and students can help children form positive emotional experiences and high social adaptability. Bad relationship between teachers and students may make children form a negative emotional experience, showing loneliness, retreat, weak and aggression. In the school learning period, the sense of peer identity is also an important part of the school factors. When some students find their dissociability, they often show extreme reactions to gain the attention of their peers (Morse & Gergen, 1970). One is to use the form of "making a noise in class" or "the way of quarreling with the teacher" to attract the attention of peers, in fact, these are the performance of low self-esteem, want to find the so-called value in front of peers, these are the factors formed under the bad campus relationship. The other is the frequent participation in campus activities, or even the existence of "campus star", which is highly exposed in the student group. The students of this category tend to have high self-esteem, because their hearts get the "sense of existence" of corresponding needs.

Therefore, in the factors affecting self-esteem, school, this influencing factor, is for the minority students in adolescence.

3. Social factors: different regions, environment and history create different nationalities, and different nations have different cultures. In general, adolescents in Western countries have higher self-esteem compared with Asian countries (Zhang, 2014).

There are differences in the living environment and living conditions of urban students and rural students, so according to relevant surveys, it is concluded that urban students have stronger self-esteem, and rural students have the weakest self-esteem (Weijian & Liang, 2018). Most of the Chinese Maonan junior high school students live in rural areas or mountainous areas, and their economy and culture are not developed, so their self-esteem is low. Each of us has the need to know ourselves, We need to understand our place in the group and society in order to realize our own value.. After leaving home and school, society is an important place for people to contact for a lifetime. The sense of identity, satisfaction and demand brought by society are all important to people's self-esteem.

In the student period, the orientation of society directly affects students' expectations of their future life and work. Due to the regional differences of ethnic minority students, they have different social levels (Weijian & Liang, 2018). In China has a very popular in minority areas "reading is the only way out", in the minority society, we ordinarily think so, because only by reading, college, have a chance to find a job in the future and get rid of the present they think bad living environment and working environment. Therefore, the social orientation and the unified cognitive problem has become an indirect problem affecting the self-esteem of ethnic minority students.

With the progress and development of society, a new problem begins to appear, which is the emergence of Social media. One of the biggest dangers of the rise of social media is people's unrealistic expectations, created by people sharing only the good moments in their lives (Moaser, 2016). From this deep connection with social media has emerged a new form of bullying. If influential people Use their strength, they can directly change the attitude of their followers, fashion and thinking. They promote themselves, their way of life and thoughts, and can influence their online fans self-esteem. In China's social media, take China TikTok as an example, many people Use their social media profiles to showcase the perfect images with carefully selected (and edited) photos and videos, many of which are made with different filters or image editing

software. So, children and adolescents following these profiles may feel that their lives are inadequate and begin to feel worse about themselves (Erin et al., 2014).

The psychological impact of social media has been obvious. For example, teenagers in most countries outside China are using Facebook. Like TikTok in China, Facebook is recognized by people around the world as a social networking site, and many pedagogy and psychological experts have been studying the negative impact of Facebook on junior high school students (Muqaddas et al., 2017). Social media itself appeals more to teens with low self-esteem, but the problem worsens as teens become more socially engaged comparisons. This may create a lower, distorted self-image. People in At this age, they are more vulnerable to self-esteem problems: they may not know who they are or who they are becoming, and they are sensitive to comparisons with others, including appearance, clothes, grades, clubs and other interests. They bombed on TV, magazines and the Internet, who said that they should be, if they are to be considered "cool", accepted, popular, and even normal, they should be like (Wills, 1981).

Most of the Chinese Maonan junior high school students do not have many opportunities to go out of the mountains and watch the outside world before the end of their junior high school education stage. Therefore, social media has become the biggest platform and way for them to understand the society and the outside world. Social media will also add pressure to their daily lives, especially in the evaluation of their own social media updates. Every time they released pictures or status updates, they worry about post produces, share, and the number of comments. This obsession is another phenomenon of self-esteem comparison and a potential embarrassment of how others perceive them, especially if the other person receives more attention and positive feedback (Vogel et al., 2014). Therefore, based on the analysis of the factors influencing Chinese maonan junior middle school students self-esteem, "social media" is a very important analysis factor.

## CHAPTER 3 METHODOLOGY

This section describes the methods used in the study and the procedures for collecting and analyzing the data.

### **Research Methodology**

This study used a comprehensive study of quantitative research and qualitative method to investigate the factors affecting the self-esteem of ethnic minority students.

Quantitative studies usually take the form of data, explaining educational phenomena. In the form of questionnaire survey, data on the understanding, self-assessment and influencing factors of minority students were obtained. Most qualitative method in this studies use in-depth interviews to obtain first-hand information.

### **Research Instrument**

A questionnaires were used as the research instruments to collect the data and interviews as research work, survey the required data.

### **Research Background**

The background of the study was conducted by an junior high school located in Huanjiang Maonan Autonomous County, and Guangxi Zhuang Autonomous Region in China. Huanjiang Maonan Autonomous County is the only Maonan autonomous county

in China, where more than 85 percent of the country's Maonan Population and more than a dozen other ethnic minorities live. The proportion of ethnic minorities population in the county is very high.

Although the schools here are all public schools, They are quite backwards, not prosperous. So the phenomenon of insufficient educational resources and low educational level.

### **Participant**

The population included 875 students, 105 junior high school teachers, and 1 teachers who were interviewed. There were 270 Grade 7 students, 315 Grade 8 students and 290 Grade 9 students. All of students were minority students. In this regard, the table for determining sample size form a given population size developed by Krejcie and Morgan (Krejcie & Morgan, 1970 ) was employed to determine a proper sample size of this study. According to the reference table, the recommend sample size of population of 875 was 267. The participant who were randomly selected were the students taking classes during the time of study. All the participants were willing to participate in the study when they randomly selected.

The sample survey were 300 students, there are 111 students in grade 7, There are 67 students in the eighth grade and 121 students in the grade 9. All students are minority students. Among them, there are 128 boys and 172 girls and 2 junior high school teachers were interviewed. All middle school students are Maonan students. This study was supported by the principal and teachers of a Maonan middle school in China, and all sample data provided accurate data. In addition, teachers are also willing to cooperate with questionnaires and related interviews. This Chinese Maonan Middle School is a public school supervised by the Chinese government. The teachers in this

school are recruited by the Chinese government, and all the funds of the school are paid by the Chinese government.

The researchers have designed a questionnaire based on variable questions, and performed Cronbach's Alpha testing on the data collected from the questionnaire, the Cronbach's Alpha values for all parts are very high, exceeding from 0.94-0.96, which shows that the consistency and stability of these measurements are very good, with high reliability.

Reliability of psychological or sociological questionnaires. Its value The range is from 0 to 1, and the closer a value is to 1, the better its consistency or internal stability questionnaire or test, and the more reliable the results.

The following is an explanation of each part of the data:

Y (Self-esteem): Cronbach's Alpha is 0.949, which shows that this part has extremely high consistency and stability and the correlation coefficient between item-total correlation coefficient between .686-.890.

$X_1$  (Parental support): A Cronbach's Alpha of 0.964 is the highest of all sections, indicating that this section is very reliable in its measurements and the correlation coefficient between item-total correlation coefficient between .739-.924.

$X_2$  (Parent-Child Relationship): Cronbach's Alpha is 0.959, which also shows that this part has high consistency and stability and the correlation coefficient between item-total correlation coefficient between .710-.924.

$X_3$  (Academic achievement): Cronbach's Alpha is 0.957, which is also a high value, indicating that the measurement results in this section are stable and the correlation coefficient between item-total correlation coefficient between .712-.927.

$X_4$  (student-teacher relationship): Cronbach's Alpha is 0.96, which also shows that the measurement results of this section are very stable and the correlation coefficient between item-total correlation coefficient between .704-.883.



$X_5$  (Friendship relationship): Cronbach's Alpha is 0.95, which is also A high value indicates a high degree of agreement measurements for this section and the correlation coefficient between item-total correlation coefficient between .686-.915.

$X_6$  (Social media using): Cronbach's Alpha is 0.959, also a very high value, showing high measurement stability and the correlation coefficient between item-total correlation coefficient between .716-.910.

$X_7$  (Ethnic identity): Cronbach's Alpha is 0.954, indicating that the measurement results of this section are very reliable and the correlation coefficient between item-total correlation coefficient between .660-.938.

In general, the Cronbach's Alpha values for all parts are very high, exceeding 0.94, which shows that the consistency and stability of these measurements are very good, with high reliability.

### Research Instruments

The research tool used questionnaire forms and in-depth interviews. The questionnaire survey is formulated according to the actual situation of Chinese education. The questionnaire was divided into nine sections:

The first part of a private message questionnaire includes gender, age, age, academic performance, parental occupation, and family income.

#### 1. Self-Esteem Questionnaire

Self-esteem refer to overall assessment of the individual's own thoughts and feelings include their positive or negative attitude, and their thoughts and feelings. According to the Rosenberg scale, which was compiled by Rosenberg in 1965 and It was originally designed to assess adolescents' overall feelings of self-worth and self-acceptance. It is also the most commonly used measure of self-esteem among Chinese people psychology.

#### 2. Parental support questionnaire



Parental support refer to the set of parents' attitudes and behaviors toward their children, and the emotional climate in which the parents' behaviors are expressed.

### 3.Parent-Child relationship questionnaire

Paternity is the relationship between an individual and his biological child or between an individual and a legally adopted child

### 4.Academic performance questionnaire

Academic achievement is refers to the students, teachers, or organizations achieve their short-term or long-term education degree.

### 5.Teacher-Student relationship questionnaire

A student-teacher relationship refer to the relationship between teachers and students needs to strive for trust and respect between each other. This relationship may include better understanding your student's situation, providing more favorable options and encouraging students to become stronger learners every day.

### 6.Friend relationship questionnaire

Friendship relationship refer to mutual feelings between people. It is a form of interpersonal relationship that is stronger than "acquaintance" or "association," such as classmates, neighbors, co-workers, or colleagues.

### 7.Social using questionnaire

The use of social media refers to the interactive ways in which people create, share, and/or exchange information and ideas in virtual communities and networks. The communications and marketing office manages the main accounts of Douyin, Kuaishou, Xiaomangrove and Weibo.

### 8.Ethnic Identity Questionnaire

Ethnic identity refers to a multidimensional concept that includes self-categorization or labeling, commitment to or attachment to a group, certain values and beliefs associated with the group, and evaluation of the group, which can be either positive or negative.

### Tool Construction and Tool Quality Determination Methods

The first part of the personal information questionnaire includes gender, age, age, academic performance, parental occupation, and family income.

#### SECTION 1 PERSONAL INFORMATION

- 1、 GENDER (BOY (GIRL
- 2、 AGE \_\_\_YEARS
- 3、 GRADE (1 (2 (3
- 4、 FINAL TEST SCORES  
(A (B (C (D (E (F
- 5、 PARENT CAREER (For occupations that do not appear in the options, please write in "\_\_\_")  
( Government staff ( Teacher  
( Doctor ( Pilot  
( Merchant (The farmer  
(Other occupations
- 6、 MONTHLY INCOME (The unit is RMB, recorded as monthly income)  
(500-1,000  
(1,000-2,000  
(2,000-3,000  
(3,000-5,000  
(More than 5,000-

#### Part II Self-Esteem Questionnaire

Adapt from Rosenberg's self-esteem scale

#### SECTION 2 SELF-ESTEEM SCORE

Instruction For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I always feel that I am useless like a loser				
2	I have many flaws and inferiority				

#### Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

Part III Parental support questionnaire

## SECTION 3 PARENTAL SUPPORT TO LEARNING SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	My parents give me verbal support when I have learning problems				
2	My parents don't have time to discuss my studies with me				

## Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

## SECTION 4 PARENT-CHILD RELATIONSHIP SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I can share my secrets with my parents				
2	I would like to apologize to my parents first after a quarrel				

## Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

## SECTION 5 ACADEMIC PERFORMANCE/ ACHIEVEMENT SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I ask for challenging tasks				
2	I work very hard in my studies				

## Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

## SECTION 6 TEACHER-STUDENT RELATIONSHIP SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	When I see a teacher, I say hello.				
2	I will often communicate with my teacher.				

## Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

### SECTION 7 FRIEND RELATIONSHIP SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	Friends always interact together between classmates				
2	Friends often care about each other				

### Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points



Disagree 3 points

strongly disagree 4 points

### SECTION 8 SOCIAL USING SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I am always disappointed when I look at social media				
2	I get closer to people when I use social media				

### Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

Very agree 1 point

Agree 2 points

Disagree 3 points

strongly disagree 4 points

## SECTION 9 ETHNIC IDENTITY SCORE

Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I will be proud of my nationality				
2	I wish I was a member of another nation				

### Grading

1. Statements of positive significance are scored as follows:

Very agree 4 points

Agree 3 points

Disagree 2 points

Strongly disagree 1 point

2. News with negative connotations are scored as follows:

- Very agree 1 point
- Agree 2 points
- Disagree 3 points
- strongly disagree 4 points

### Data Collection

The questionnaire is presented to the students by the teachers of each class of the school. In the first round, the self-esteem questionnaire and the factors affecting self-esteem, and the Rosenberg self-esteem survey for each student, a total of 300 questionnaires were distributed in the form of field questionnaires, and 300 were actually recovered.

### Data analysis

The completed questionnaires were analyzed by base presentation, percentage, and methods.

1. Analyzed the descriptive statistic including mean and standard deviation
- .2. Analyzed the relationship between family factors, school Factors and social Environmental Factors and Self-Esteem of Chinese Maonan junior high school students
3. Analyzed family factors, school Factors and social Environmental Factors affecting the self-esteem of Chinese Maonan junior high school students.

## CHAPTER 4

### Research Results

Symbols used in data analysis and interpretation.

In terms of data Analyze and interpret the research data analysis results to achieve.

Understand the interpretation of the data analysis results; therefore, the researchers define the symbols used in the interpretation as follows.

N is the number of samples

X stands for average

df means degrees of freedom

R is the coefficient of determination

$\hat{Y}$  represents the prediction equation

Z represents the predicted value of the student's predicted self-esteem equation

Std. represents the estimation error

Y stands for Self-Esteem Scale

$X_1$  stands for Parental support Scale

$X_2$  stands for Parent-Child relationship Scale

$X_3$  stands for Academic performance Scale

$X_4$  stands for Teacher-Student relationship Scale

$X_5$  stands for Friend relationship Scale

$X_6$  stands for Social using Scale

$X_7$  stands for Ethnic Identity Scale

### Data analysis

Based on the findings of the research on the literature, the researchers can divide the factors that affect the self-esteem of Chinese Maonan junior high school students into three points, Family factors, School factors, Social and environmental factors.

The completed questionnaires were analyzed by base presentation, percentage, and methods.

1. Analyzed the descriptive statistic including mean and standard deviation with the SPSS program.

2. Analyze the relationship between family factors, school Factors and social Environmental Factors and Self-Esteem of Chinese Maonan junior high school students

3. Analyze family factors, school Factors and social Environmental Factors affecting the self-esteem of Maonan junior middle school students in China.

Table 1 Describe the statistical results :

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y (Self-esteem)	300	15.00	58.00	33.30	13.50
X <sub>1</sub> (Parental support)	300	15.00	58.00	33.37	14.54
X <sub>2</sub> (Parent-Child Relationship)	300	15.00	58.00	33.93	14.42
X <sub>3</sub> (Academic achievement)	300	15.00	57.00	33.61	14.08
X <sub>4</sub> (student-teacher relationship)	300	15.00	59.00	32.55	14.20
X <sub>5</sub> (Friendship relationship)	300	15.00	59.00	33.88	13.63
X <sub>6</sub> (Social media using )	300	15.00	58.00	32.15	14.30
X <sub>7</sub> (Ethnic identity)	300	15.00	58.00	33.46	13.41
Valid N (listwise)	300				

This table provides descriptive statistics on 8 different sections ( Y to X<sub>7</sub> ). Each section has 300 observations. The following is an explanation of each part of the data:

According to the value of Mean value, 15.00-35.00 is low self-esteem, 36.00-55.00 is medium self-esteem and 56.00-75.00 is high self-esteem. Y (Self-esteem): min is 15, max is 58, mean is 33.30, standard deviation is 13.50.

$X_1$  (Parental support): Minimum value is 15, maximum value is 58, mean is 33.37, standard deviation is 14.54.

$X_2$  (Parent-Child Relationship): Minimum value is 15, maximum value is 58, mean is 33.93, standard deviation is 14.42.

$X_3$  (Academic achievement): minimum value is 15, maximum value is 57, mean value is 33.61, standard deviation is 14.08.

$X_4$  (student-teacher relationship): minimum value is 15, maximum value is 59, mean value is 32.55, standard deviation is 14.20.

$X_5$  (Friendship relationship): minimum value is 15, maximum value is 59, mean value is 33.88, standard deviation is 13.63.

$X_6$  (Social media using): Min 15, Max 58, Mean 32.15, Standard Deviation 14.30.

$X_7$  (Ethnic identity): Minimum value is 15, maximum value is 58, mean is 33.46, standard deviation is 13.41.

Descriptive statistics show that the minimum value for each section is 15 and the maximum value ranges from 57 to 59. The average ranges from 32.15 to 33.93, all fairly close to 33. The standard deviations ranged from 13.41 to 14.54, indicating that each part of the data was similarly dispersed.

### Research result

By conducting correlation analysis on the existing data and variables, the researchers can find out what are the most prominent issues affecting the self-esteem of Maonan junior high school students in China.

Table 2 Show the correlation coefficient between the factors affecting self-esteem

Correlations							
y	$X_1$	$X_2$	$X_3$	$X_4$	$X_5$	$X_6$	$X_7$

y	1	.413***	.350***	.453***	.371***	.436***	.357***	.334***
X <sub>1</sub>		1	.272***	.279***	.340***	.297***	.260***	.302***
X <sub>2</sub>			1	.200***	.237***	.214***	.317***	.196***
X <sub>3</sub>				1	.227***	.316***	.382***	.226***
X <sub>4</sub>					1	.158***	.251***	.236***
X <sub>5</sub>						1	.290***	.160***
X <sub>6</sub>							1	.265***
X <sub>7</sub>								1

\*\*\* p<.001

This table showed the results of Pearson correlation analysis among 7 variables. The Pearson correlation coefficient was an indicator used to measure the degree of linear correlation between two variables, with values ranging from .200-.453. From Table, it was found that the factors that had a positive correlation with the self-esteem of Maonan junior high school students with statistical significance at the .001 level. There were 7 factors: Academic performance (X<sub>3</sub>), Friend relationship (X<sub>5</sub>), Parental support (X<sub>1</sub>), Teacher-Student relationship (X<sub>4</sub>), Social using (X<sub>6</sub>), Parent-Child relationship (X<sub>2</sub>), Ethnic Identity (X<sub>7</sub>).

Table 3 Showing the results of the analysis of variance of the self-esteem of maonan junior high school students

Model	R	R Square	Adjusted R	
			Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.430	.417	10.31291

These tables presented the results of the multiple linear regression model, where the dependent variable was y and the independent variables include  $X_1$  to  $X_7$ . The model summary table gave the relevance and predictive power of the entire regression model. The R value was the correlation coefficient, indicating the degree of correlation between the predictor variables ( $X_1$  to  $X_7$ ) and the dependent variable (Y) of the model. The R value was 0.656, indicating a moderate to strong correlation. R Square, which was the coefficient of determination, was 0.430, indicating that the predictor variables in the model could explain 43% of the variation in the dependent variable. The adjusted R Square value was 0.417, taking into account the number of predictor variables, which was a fairer evaluation metric. The model's standard error (Std. Error of the Estimate) was 10.31, which was a measure of the model's prediction error.

Table 4. Showing the results of the variance analysis of Maonan junior high school students' self-esteem.

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23455.027	7	3350.718	31.505	.000 <sup>***</sup>
	Residual	31055.973	292	106.356		
	Total	54511.000	299			

\*\*\*  $p < .001$

The ANOVA<sup>a</sup> table shows the significance test results of the regression model. The regression sum of squares (Regression SS) is 23455.027, the residual sum of squares (Residual SS) is 31055.973, and the total sum of squares (Total SS) is 54511.



The F statistic is 31.505, and its p value is less than 0.005, indicating that the predictor variables of the model as a whole have a significant impact on the dependent variable, that is, the model is valid. From Table, it was found that there were 7 factors that could predict the self-esteem of Maonan students. The linear relationship was statistically significant at the .005 level as shown in Table.

Table 5 Showing the results of factor analysis that can predict the self-esteem of maonan junior high school students

Model	Unstandardized		Standardized			
	Coefficients		Coefficients			
	B	Std. Error	Beta	t	Sig.	
1						
	X <sub>1</sub>	.128	.047	.137	2.703	.007***
	X <sub>2</sub>	.129	.045	.138	2.862	.005***
	X <sub>3</sub>	.221	.048	.230	4.596	.000***
	X <sub>4</sub>	.153	.046	.161	3.308	.001***
	X <sub>5</sub>	.232	.048	.234	4.816	.000***
	X <sub>6</sub>	.046	.048	.048	.947	.345
	X <sub>7</sub>	.126	.048	.125	2.616	.009***

\*\*\* p<.001

From the table, showed the significance test results, it was found that the factors that influenced Self-esteem of the Maonan students with statistical significance at the .001 level. There were 6 factors, ranked from the most influencing factor to the least influencing factor namely, Friend relationship (X<sub>5</sub>) Academic performance (X<sub>3</sub>) Teacher-Student relationship (X<sub>4</sub>) Parent-Child relationship (X<sub>2</sub>) Parental support (X<sub>1</sub>) Ethnic Identity (X<sub>7</sub>). Together, these 6 factors could explain the self-esteem variance of Maonan

junior high school students was 43 percent. Therefore, the coefficient of the forecaster was written as an equation as follows.

$$\hat{Y} = 1.281 + 0.232 X_5 + 0.221 X_3 + 0.153 X_4 + 0.129 X_2 + 0.128 X_1 + 0.126 X_7.$$

In term of standard score were:

$$Z = 0.234 X_5 + 0.230 X_3 + 0.161 X_4 + 0.138 X_2 + 0.137 X_1 + 0.125 X_7.$$



## CHAPTER 5

### Conclusion and Discussion

#### Objectives of the Study

1. To study factors that related to the self-esteem of Chinese Maonan junior high school students in China.

2. To study factors that affecting the self-esteem of Chinese Maonan junior high school students in China

#### Research Hypothesis

1. Parental support, Parent-Child relationship, Academic performance, Teacher-Student relationship, Friend relationship, Social using and Ethnic Identity factors were related to the self-esteem of the Chinese Maonan junior high school students.

2. Parental support, Parent-Child relationship, Academic performance, Teacher-Student relationship, Friend relationship, Social using and Ethnic Identity factors were affecting the self-esteem of the Chinese Maonan junior high school students.

#### Research methods

This research use quantitative research methods to explore the factors that affect the self-esteem of minority students. Quantitative research usually takes the form of data to explain educational phenomena. In the form of questionnaire survey, the data on the understanding, self-evaluation and influencing factors of minority students were obtained.

#### Conclusion and discussion

1. The factors related to the self-esteem of Chinese Maonan junior high school students are statistically significant at the .001 level, and there are 7 factors, namely, Parental support, Parent-child relationship, academic achievement, teacher-student

relationship, friend relationship, social relationship using, Ethnic Identity, the results can be discussed as follows:

1.1. Parental support is positively correlated with self-esteem. According to the data, consistent with Darling and Steinberg's (1993) research, parents' attitudes and behaviors towards their children, as well as the emotional atmosphere shown by their parents' behavior, will Is there an effect on children's children self-esteem. In terms of cognition, family education is generally regarded as the education implemented by parents (first of all, parents) In a family life. In other words, parents should consciously exert a certain educational influence on their children by regulating their words and deeds and family life practices. In the process of family education, if parents take too many orders on their children, it will have a negative impact on the development of children's self-esteem.

1.2. Parent-Child relationship is positively correlated with self-esteem. According to the statistical level at .001, the Parent-Child relationship has an impact on self-esteem, Members of the family respect and love each other, courteous to each other, dealing with the world The relationship between parent and child is defined as building a unique and impactful relationship during parent-child interactions that is critical for adolescent physical and mental development. The family atmosphere is stable, harmonious, harmonious, warm, democratic, equal and happy. leaving a harmonious and complete impression on children, giving children a sense of trust, security and happiness, which is in line with Zeigler-Hill & Shackelford (2020) published research articles.

1.3. Academic performance is positively correlated with self-esteem. According to the statistical level at .001, Academic performance has an impact on self-esteem. Regarding The relationship between self-esteem and academic performance, the traditional view is that academic success will lead to the improvement of self-esteem, and the successful experience in school is an important factor affecting self-esteem. The level of self-esteem affects students' academic performance. A person's

attitude towards himself, whether positive or negative, will directly affect the study life (Arshad et al., 2015).

1.4. Teacher-Student relationship is positively correlated with self-esteem. According to the statistical level at .001, Teacher-Student relationship has an impact on self-esteem. In a study by Bergmark & Alerby (2008), school children spent more time with their teachers than their parents. Teachers' values, educational methods and attitudes towards children greatly influence children's attitudes towards learning and their physical and mental growth. From our own learning experiences and observations of children's learning experiences, we have found that if a child likes the teacher, his grades will be better, and if the child does not like or is afraid of the teacher, his academic performance may be poor. A large part of children's grades are biased by children's love and dislike of teachers, so the Teacher-Student relationship has an impact on self-esteem.

1.5. Friend relationship is positively correlated with self-esteem. According to the statistical level at .001, Friend relationship has an impact on self-esteem. According to the research results of Engels et al. (2016), the data obtained in this study are also the same. In addition, their social relationships will also affect their future development direction. Especially in junior high school, students' peer relationships have a significant impact on their self-esteem. Research shows that students' self-esteem levels are affected by peer relationships. Students maintain good interpersonal relationships, respect each other, and help each other, which can bring good mental health to students and enhance their white honor. Especially among sensitive students, companionship is more important to their white honor. This can help them better cope with the challenges and pressures they face in school and society, improving their academic performance and overall well-being.

1.6. Social using is positively correlated with self-esteem. According to the statistical level at .001, Social using has an impact on self-esteem. According to Mehdizadeh (2010), there is an impact of online media on self-esteem, which is also reflected in the data of this study. When using social media, many people will have a low

level of self-esteem because they care about the eyes of others. At the same time, it is verified that downward comparison information on Social media helps to improve individual self-esteem, while upward comparison information that is different from the individual's life background will not change self-esteem, representing that individuals will not compare themselves with it.

1.7 Ethnic Identity is positively correlated with self-esteem. According to the statistical level at .001, Ethnic Identity has an impact on self-esteem. The object of this survey is minority students. China is a multi-ethnic country, and each ethnic group has its own unique culture (reflected in language, folk customs, festivals, etc.), such as the Mongolian "Nadam Club", the Dai The "Songkran Festival" and so on. China has always respected the cultures of ethnic minorities. For example, China divides different autonomous provinces and autonomous prefectures based on ethnic minority settlements. Many ethnic groups have been passed down for thousands of years, not only because they have the same blood relationship, but also because they have the same culture and identify with their own ethnic group. National identity is the recognition of personal attitudes, beliefs, and identities (McCowan & Alston, 1998). Ethnic Identity, including the national sense of belonging and sense of responsibility, positive evaluation, and to participate in the activities of people This is a complex structure. National identity is based on national culture (Phinney, 1990).

2. There are 6 factors that affect the self-esteem of Maonan junior high school students in China, statistically significant at the .001 level, namely Parental support, Parent-Child relationship, Academic performance, Teacher-Student relationship, Friend relationship, and Ethnic Identity. Among them, the sig. of Social using Higher than .001, sig. is .345, which is due to the current usage rate of social media among junior high school students.

2.1. The factor of Friend relationship affects the self-esteem of junior high school students of Maonan nationality in China, with a B value of .232, which is the factor with the highest B value in this study. junior high school students are a special stage of dynamic and cognitive Develop them are in transition from youth to youth, undergoing

major changes in physical, mental and social development, and fundamentally, their personality traits are developing rapidly. In addition, their social relationships will also affect their future development direction. Especially in junior high school, students' peer relationships have a significant impact on their self-esteem. Research shows that students' self-esteem levels are affected by Good peer relationship (Engels et al., 2016).

2.2. Academic performance factors affect the self-esteem of Chinese Maonan junior high school students, with a B value of .221. Jiang Yaoqiang's research in China also showed that self-esteem Among the junior high school students, there was one significantly positively associated with academic performance (Jiang, 1997). Since the In the 1960 s, people begin to pay close attention to self-esteem influence on student's academic record. Studies at home and abroad show that students' academic performance is influenced by their self-perception. Covington He found that when self-esteem increased or decreased, he concluded that, perhaps most importantly, self-esteem was changed by direct guidance, and that changes in self-esteem caused fluctuations in academic performance (Covington, 1989). There were significant differences in the self- assessment of self-esteem level, However, the main effect of self-esteem level on attribution of academic performance is very significant (Liu, 1998).

2.3. The Teacher-Student relationship factor affects the self-esteem of Maonan junior high school students in China, and the B value is .153. When the intimacy and trust between children and teachers are poor, students can easily show that they don't listen carefully in class, don't want to study, and don't like doing homework, which is very bad for children's learning attitude and academic performance. When children trust teachers, teachers care about children, and teachers and students accept and trust each other, a positive emotional relationship will be established between children and teachers. The children's enthusiasm for learning is very high, and the teacher's attention to students is also very high. Children are willing to complete the homework and study tasks assigned by the teacher, and the learning effect will be better (Cornelius, 2007).

2.4. The Parent-Child relationship factor affects the self-esteem of Maonan junior high school students in China, and The value of B is 0.129. Harmonious family atmosphere is conducive to forming the best parent-child relationship and promoting children's mental health. Healthy family needs to be built and loved. The education of love is the most effective education that parents can give their children. Firstly, parent-child relationships have a direct impact on a child's self-esteem. A good parent-child relationship can bring a sense of security and trust to children, allowing them to feel the love and care of family members, thereby improving their self-esteem. Secondly, parent-child relationships have a significant impact on children's self-awareness and self-evaluation. A good parent-child relationship can help children establish positive self-awareness and self-evaluation, making them more confident and self-esteem (Krauss & Orth, 2020).

2.5. Parental support factors affect the self-esteem of Chinese Maonan junior high school students, with a B value of .128. Used in child psychology today four main parenting is based on the developmental psychologist Diana, researchers at Stanford university sociologists Robert Eleanor McCaw cloth and John Martin's study research also shows that different parenting methods will educate children with different personalities and habits. Parents can influence their children's educational development; Parents can shape and develop their children's educational abilities, encouraging them to have more interest in learning and confidence in life (Mihalec-Adkins, 2020). In practice, parents with high levels of parental support will exhibit certain qualities, such as care and warmth, willingness to provide advice, and open discussions with their children. Existing narratives indicate that children with low parental support often exhibit negative emotions, which can lead to low self-esteem. (Kristjánsson et al., 2011).

2.6. Ethnic Identity factors affect the self-esteem of Maonan However, among middle school students in China, B value is.126. National identity has certain emotional functions, which will bring individual pride, security, value and dignity. Individuals may have both "personal identity" and "social identity" ", both of which are integrated into the concept of self. When activating their social identity, people no longer



regard them as unique individuals, but as a member of the group (Tajfel, 1972). Individuals in a group seem to have lost part of their self-awareness and personality; individual behavior is "dominated by great power", showing "sense of control", the most typical example is "group thinking groups often make more extreme decisions than individuals alone". is the identity of the identity of the national group. National identity is a part of self-identity. National identity will have an impact on individual decision-making, emotions, self-esteem and many other aspects (Le, 1995).

### Suggestion

The research on the Study on several factors affecting self-esteem of Maonan junior high school students in China aims to provide some advice for improving the self-esteem of Maonan junior high school students in China, so the researchers of this study put forward the following suggestions:

#### 1. General advice

##### 1.1. Strengthen mental health education

The cultivation of Self-esteem is one of the main contents of mental health education for junior high school students. Educators Can according to the development of student self-esteem and change, to carry out related activities in the psychological health education work, in order to help improve the students' self-esteem and self-confidence

However, the mental health education of junior high school students in the Maonan area is currently facing many difficulties. Due to the shortage of teachers and other reasons, the mental health education has not yet become normalized. Therefore, it is very necessary to strengthen the mental health education. First of all, the education department should attach great importance to the mental health education in rural primary schools, strengthen teacher input, and formulate corresponding work systems. Secondly, schools can make full use of various forms to infiltrate mental health education.

### 1.2. Make full use of home-school cooperation

Parents occupy It plays an important role in children's lifelong education and has a profound impact on children's lives. The parental rearing style is the main family factor that affects The development of self-esteem and democratic family rearing are the most conducive to the cultivation of children's self-esteem. The survey shows that children are eager to be praised by others, especially from their parents. They hate their parents' criticism of themselves, especially the criticism about academic performance will seriously damage children's self-esteem. Therefore, parents should communicate more with their children, encourage them more, and establish a good parent-child relationship. Home-school cooperation plays a role in cultivating children's self-esteem: First, home-school cooperation allows parents and teachers to get to know their children better. Teachers can pass on the students' school situation to parents in a timely manner, so that parents can know the progress and shortcomings of students in school. Teachers can also deepen their understanding of children through parents, so that they can jointly formulate appropriate education plans. Second, home-school cooperation can help parents establish appropriate parenting styles. When teachers communicate with parents, they can pass on some relevant psychological knowledge to parents, thus affecting the parenting style to a certain extent. Schools should make good use of the channel of home-school cooperation, communicate more with parents, and jointly promote The development of adolescent self-esteem.

### 2. Suggestions for further research

In this study, we can analyze the questionnaire survey, and through the data, we can see that among the factors that affect the self-esteem of the Maonan people in China, the most significant ones are the relationship between friends and classmates, academic performance, and teacher-student relationship. On the one hand, we can all sum it up as school factors. The first leader of the school is the teacher. Therefore, for the students in the Maonan area, we further put forward the following opinions:

### 2.1. Establish a good teacher-student relationship

Among Factors influencing the maonan junior middle school students' self-esteem development in our school, teachers are the main factors of the school, the relationship between teachers and students will affect the development of students' self-esteem children's self-esteem. Teachers can try to a good teacher-student relationship through following aspects. First of all, teachers should respect students. Teachers are the transmitters of knowledge and the guides of students, but teachers and students should be equal in personality, and teachers must fully respect students. Of course, fully respecting students does not mean "non-criticism education", but does not sarcasm students, treats students fairly, cares for students, and allows students to experience respect, sincerity, and understanding. Next, pay close attention to a student actively. Students with outstanding performance and lively personality tend to attract the attention of teachers more. However, teachers should pay attention to students unconditionally. They should pay attention to every student as much as possible and be good at discovering their positive side. Finally, use praise appropriately. Students are eager for praise from others, and teachers' proper use of praise can help children gain self-esteem and self-confidence, and can obviously improve the teacher-student relationship. If conditions permit, more extracurricular activities can be carried out, from outside the classroom, to increase the interaction and connection between teachers and students, and to promote the friendly relationship between teachers and students.

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Appendix

## Appendix 1 Research Questionnaire

Theme. Factors affecting the self-esteem of Chinese maonan junior high school students.

The first part of the personal information questionnaire includes gender, age, age, academic performance, parental occupation, and family income.

Part II Self-Esteem Questionnaire

Part III Parental support questionnaire

Part IV Parent-Child relationship questionnaire

Part V Academic performance questionnaire

Part VI Teacher-Student relationship questionnaire

Part VII Friend relationship questionnaire

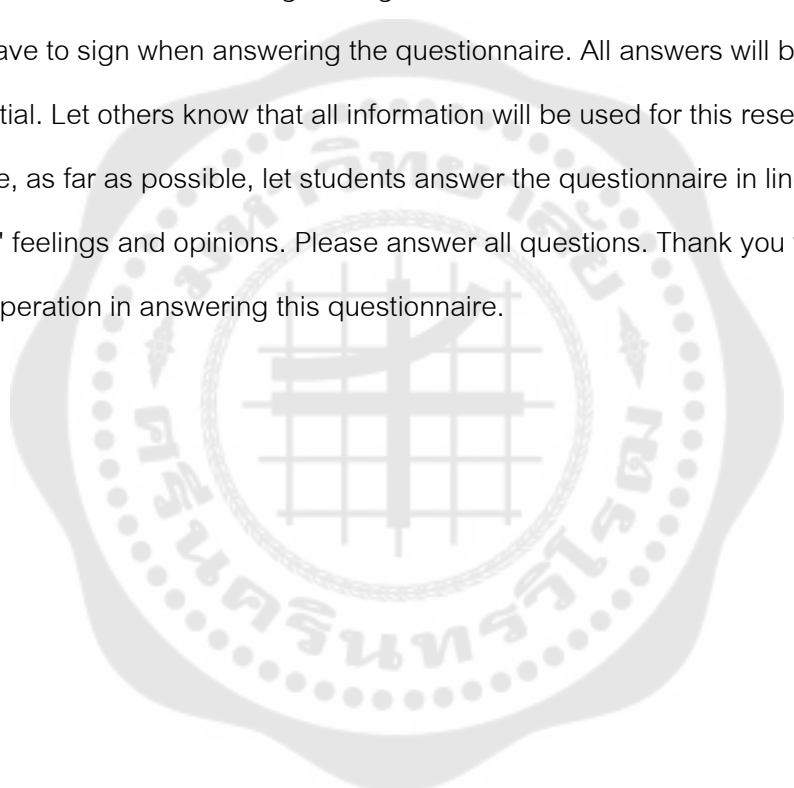
Part VIII Social using questionnaire

Part IX Ethnic Identity Questionnaire

## Clarify

This questionnaire aims to study the factors that affect the self-esteem of middle school students of Maonan nationality in China.

Students can express their feelings and express their opinions freely. The students' answers are neither right nor good, and have no effect on learning. Students do not have to sign when answering the questionnaire. All answers will be kept confidential. Let others know that all information will be used for this research only. Therefore, as far as possible, let students answer the questionnaire in line with the students' feelings and opinions. Please answer all questions. Thank you very much for your cooperation in answering this questionnaire.



Mr. YUTAO CAI

Master of Educational Psychology and Guidance

Srinakharinwirot university

Table 5. Questionnaire for relevant variables

## SECTION 1 PERSONAL INFORMATION

1、 GENDER   BOY     GIRL  2、 AGE      YEARS3、 GRADE   1     2     3  

4、 FINAL TEST SCORES

  A     B     C     D     E     F  

5、 PARENT CAREER (For occupations that do not appear in the options, please write in "\_\_\_")

(1).Government staff (2).Teacher

(3).Doctor (4).Piloce

(5).Merchant (6).The farmer

(7).Other occupations

6、 RATES INCOME (The unit is RMB, recorded as monthly income)

(1).500-1,000

(2).1,000-2,000

(3).2,000-3,000

(4).3,000-5,000

(5).More than 5,000-

SECTION 2 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I always feel that I am useless like a loser				
2	I have many flaws and inferiority				
3	I'm always unsure about myself				
4	I can handle most of my problems				
5	I have the ability to do my homework				

6	I will show what I can do				
7	When I start something, I know I'm gonna make it				
8	I'm often not sure what I'm going to do next				
9	I believe that studying will not be effective and trying hard will be useless				
10	I wish i could love myself more				
11	I think studying can change my future life				
12	I am a lot of fun to be with				
13	I always feel happy				
14	I am easy to like				
15	I am as nice looking as most people				



SECTION 3 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion

and opinions

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	My parents give me verbal support when I have learning problems				
2	My parents don't have time to discuss my studies with me				
3	My parents forced me to take the courses they required				
4	My parents don't have time to talk to me				
5	My parents would blame my study				

6	My parents compliment me when I get good grades				
7	When I have difficulties in my studies, my parents will encourage me				
8	My parents will agree to study in the way I choose				
9	My parents cannot be my study advisor				
10	No matter how good my grades are, my parents don't say a word about my studies				
11	My parents reward me when I get good grades in my studies				
12	My parents compare me with other kids in my studies				
13	My parents will often ask me about my studies				
14	My parents are willing to spend money on my studies				
15	My parents are willing to pay me to study interest classes				

SECTION 4 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I can share my secrets with my parents				
2	I would like to apologize to my parents first after a quarrel				
3	I would like to help my mother clean up				
4	I will share my favorite food with my parents				
5	I agree with my parents interfering in my love life				

6	I agree with my parents forcing me to study according to their preferred major				
7	My parents will allow me to go out alone with my friends				
8	I withdraw from my own choices when I disagree with my parents				
9	When I have a choice, I will agree with my parents to choose for me				
10	My parents would visit me when I lived at school				
11	I would mind if my parents love my younger siblings more than me				
12	I got a scholarship at school and would agree to share it with my parents				
13	I don't want to live with my parents				
14	I agree with my parents to avoid me when there are guests in the house				
15	When my parents quarrel, I will step forward to stop them				

SECTION 5 Instution For the following questions, please choose the option according to your actual situation, and use "✓" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I ask for challenging tasks				
2	I work very hard in my studies				
3	I study very well				
4	I hate studying				
5	I take the initiative to help other students				
6	I cooperate with classmates in study				

7	I outperform many of my classmates				
8	My contribution to the class is high				
9	I have a good relationship with my classmates				
10	I am able to apply what I have learned				
11	I am capable of getting good grades				
12	I can understand the knowledge in books				
13	I can understand what the teacher is saying				
14	I don't care about my learning ability				
15	I cannot maintain enthusiasm for learning				

SECTION 6 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	When I see a teacher, I say hello.				
2	I will often communicate with my teacher.				
3	The teacher is my friend.				
4	I can consult with teacher about everything				
5	The teacher cares about me				
6	The teacher encouraged us in class.				

7	I trust my teacher				
8	My teachers will find out about our emotions.				
9	My teachers will help us outside the class				
10	The teacher will ask me when i have problems				
11	My teacher will severely criticize me when I made a mistake				
12	I miss my teacher after graduation				
13	I will praise my teacher to others				
14	My teacher will take me to participate in activities				
15	The teacher is my driving force				



SECTION 7 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	Friends always interact together between classmates				
2	Friends often care about each other				
3	I always think of my friends when I do things				
4	Friends will help each other talk				
5	Friends make me feel like I have no boundaries				

6	Friends will tease each other in public				
7	Friends sometimes judge me with others				
8	A friend's pleasant mood is guaranteed				
9	Nor will public opinion break the friendship of friends				
10	My friend said I had a good brain				
11	Friends will come together to discuss the future				
12	Friends make me feel confident				
13	Friends comfort me when I'm angry				
14	Friends will help each other				
15	My friend will help me with problems				

SECTION 8 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I am always disappointed when I look at social media				
2	I get closer to people when I use social media				
3	Being successful on social media is an easy thing to do				
4	Not using social media can be disconnected from the world				
5	When I use social media, I am similar to most people				

6	Social media is just a tool to attract others				
7	Social media can cause appearance anxiety				
8	Social media can cause life anxiety				
9	Social media has helped me a lot				
10	I gain respect from others when using social media				
11	I am not really me on social media				
12	I identify me as a loser when using social media				
13	I care about what others think when using social media				
14	I get a sense of accomplishment when using social media				
15	Social media has affected my life				

SECTION 9 Instution For the following questions, please choose the option according to your actual situation, and use "√" in the " (" to choose the option that meets your opinion.

Very agree Mean You very much agree with the opinion in the question, and you agree with it

Agree Mean You agree with the opinions in the question, but you may reserve some opinions of your own

Disagree Mean You disagree with the opinion in the question

Strongly disagree Mean You strongly disagree with the opinions in the question and have your own related thoughts and opinions

ITEM	QUESTION	Very agree	Agree	Disagree	Strongly disagree
1	I will be proud of my nationality				
2	I wish I was a member of another nation				
3	I will proudly announce that I am of this nationality				
4	I will take the initiative to introduce my ethnic culture				
5	I think our nation will be stronger				
6	I will take the initiative to learn the				

	history of my people				
7	I am very attached to my people				
8	I identify with the traditional culture of my people				
9	I am familiar with the language of my people				
10	I have a clear understanding of my ethnic identity				
11	I am very close to my own people				
12	I worry my life being influenced by my ethnic group				
13	I have a strong sense of belonging				
14	I am very willing to pass on my own culture				
15	I like the traditional festivals of my people very much				

VITA

