

HOW LOCUS OF CONTROL MODERATES THE EFFECT OF PERCEIVED TEACHERS' EXPECTANCY AND SELF-ESTEEM AMONG HIGH-PERFORMING STUDENTS

Kususanto Prihadi, Nizam Ismail Hairul

University Sains Malaysia, Penang, Malaysia

E-mail: personalitymagics@gmail.com, hairul@usm.my

Abstract

Previous studies have shown that students' self-esteem is affected by perceived teachers' expectancy (PTE), which was derived from the students' observation on teachers' classroom behavior. It is also reported that students with higher academic achievements are likely to have higher level of general self-esteem compared to the other students in a school. Those findings were supported by symbolic interaction theory, which explained that PTE serves as a symbol for the high-performing students that they are expected to be better than the others. However, little research has been done in schools where teachers are likely to expect their students to achieve equally high or equally low. Aiming to investigate how locus of control (LoC) moderates the influence PTE on self-esteem, this study was conducted in a high-performance high school in Indonesia, where only students with high previous academic reports are accepted. Eight hundred participants were given three sets of questionnaires including Rosenberg Self-Esteem Scale, Internal Control Index, and Perception of Teachers' Behavior Scale. The results showed that the students' LoC moderated the influence of their PTE on their self-esteem, where higher self-esteem was indicated by students with more internal LoC. In other words, when their teachers have equally similar expectancy towards everyone; students' LoC takes over the role of PTE in forming their self-esteem. This finding leads to knowledge that internalizing students LoC is considered effective to improve students' general self-esteem without jeopardizing their academic achievement. Further practical implications of the findings are discussed at the end of the paper.

Key words: *high-performing students, locus of control, perceived teachers' expectancy, self-esteem, symbolic interaction theory, two-dimensional model of self-esteem.*

Introduction

Symbolic interaction theorists maintained that self-esteem is significantly affected by individuals' perception of how others evaluate them (Coopersmith, 1967; Stryker, 2002). In school context, students' self-esteem is highly affected by their perception of how their teachers expect them to be. In common schools, teachers behave differently towards high-performing students (HPS) and low-performing students (LPS); they tend to give more attention and academic supports to the high-performing students (HPS), and to control the attitude of low-performing students (LPS) in order to avoid disciplinary problems (Al-Fadhli & Singh, 2006; Gamoran, 2002; Good, 1981; Matre, Valentine, & Cooper, 2000; Tong, 2002). This difference elicits different perception of teachers' expectancy (PTE) between LPS and HPS (Hazri, Prihadi, & Hairul, 2010), and subsequently contributes to the variance of students' general self-esteem, where HPS were shown higher level of self-esteem compared to LPS (Byrne, 1988; Jussim & Harber, 2005; Prihadi, Hairul, Hazri, 2010; Rubie-Davis, 2007).

Identical situation might not occur in schools where only high-performing students are accepted (high-performance schools), and every single students are expected to be able to obtain

equally high academic achievements. However, students in high-performance schools might still develop different PTE because they have different individual feelings about the placement of control and responsibilities over their events. This individual feeling, also called locus of control (Rotter, 1966), determines whether they put the credits of their events to external causes (other people, luck, fate) or internal causes (one's individual efforts, abilities, competence). Because locus of control (LoC) is construed as a personality characteristic (Rotter, 1966), students in high-performance school might have different LoC to one another, despite their identically high academic achievements. In other words, although there are some possibilities that students experience similar social attribution in high-performance schools, their personal differences (which lead to the difference in LoC) may lead them to have different PTE.

Problem of Research

Little research has been done in high-performance schools, where only high-performing students (HPS) are accepted, despite the uniqueness of social environment in such schools might contribute differently to students' self-esteem. Furthermore, supported by symbolic interaction theory, researchers tend to relate the students' self-esteem to their perceptions of others, such as teachers (for example: Al-Fadhli & Singh, 2006; Liu & Wang, 2008; Prihadi et al, 2010; Tong, 2002; van Laar, 2000). To fill the empirical gap, this study will determine how internal LoC moderates the effect of students' PTE on general self-esteem (self-esteem) in a high-performance school.

Further purpose of this research is to investigate whether self-esteem can be improved by altering other psychological traits such as LoC. Because it is almost impossible to limit teachers from having different expectancy towards different students, knowledge of any variable that moderates the effect of PTE on self-esteem is highly significant.

Research Focus

This research is focused on how LoC alters or moderates the influence of PTE on self-esteem among HPS. However, it is important to note that this paper is not discussing the effects of academic performance on self-esteem or vice versa; therefore, global self-esteem is being investigated, instead of academic self-esteem. After all, the most important determinant of educational attainment is ability, thereby, it is not logical to expect general self-esteem to contribute large proportion of the variance of subsequent academic achievement scores (Emler, 2001). However, this paper is written based on a belief that an adequate self-esteem is significant in determining students' future behavior and further success (Block & Robbins, 1993; Ferkany, 2008; Humphrey, 2004; Kamayer-Mueller et al., 2008; Martin et al., 2005, Von der Haar, 2005).

Influence of Students' Perceived Teachers' Expectancy on Self-Esteem

Based on the finding of Oakes (1985) and Myers (2008), PTE can be divided into two categories. First, perception that teachers are expecting students to improve academic achievement (PTEa) and second, perception that teachers are expecting students to be potentially involved in disciplinary problems (PTEd). Previous studies discovered that teachers in normal schools have different expectancy towards HPS and LPS (Al-Fadhli & Singh, 2006; Byrne, 1988; Tong, 2002). In schools where students were grouped based on academic reports, teachers were reported to expect HPS to be eager to improve academic achievement, and LPS would likely to have disciplinary problems (Oakes, 1985; Myers, 2008). Thus, information on previous academic performance affects teacher's expectancy; the expectancy then influences classroom

behavior, which is obvious to the students. Accordingly, Hazri et al. (2010) reported that HPS and LPS perceive their teachers' expectancy differently. HPS are likely to have significantly higher PTEa and lower PTEd compared to the LPS in normal schools. In other words, HPS tend to perceive that their teachers are academically supportive, and LPS tend to perceive that their teachers are trying to control their attitude in order to avoid disciplinary problems.

Furthermore, Prihadi et al., (2010) discovered that the PTEd significantly affects the self-esteem of LPS ($\beta=0.17$, $p=0.04$), and HPS were significantly affected by their PTEa ($\beta=0.21$, $p=0.01$). Similar to what have stated by Jussim & Harber (2005), the study also indicated that HPS possess significantly higher self-esteem than LPS ($t=1.984$, $p=0.048$) and concluded that the variance of students' self-esteem is related to the variance of their PTE. It was obvious that HPS perceived that their teachers expected them to perform better than the LPS, because they were exposed to the existence of LPS in their schools, hence the stronger PTEa. Subsequently, their PTEa positively affected their self-esteem, as explained by the symbolic interaction theory (Coopersmith, 1967; Stryker, 2002).

Mruk (2006) proposed a distinguished two-dimensional model that interprets self-esteem as the integrated sum of self-worth and self-competence. It means that in order to have positive self-esteem, a student must feel confident about both his/her sense of self-worth ('I am good and deserve to obtain care and respect from my peers and teachers') and his/her sense of self-competence ('I am able to meet the present and future challenges I face in life'). Based on Mruk's model, self-worth of HPS in a normal school is being supported by their being addressed as 'better', and their self-competence is supported by their previous academic reports, which are obviously higher than the other students in the school. Obviously, students in high-performance schools do not have LPS counterparts to be compared to. Thus, despite they can have their self-competence supported by their high previous academic reports, their self-worth is not supported as much as it is in normal schools.

Students' Locus of Control and its Relationship to Self-Esteem

Ryckman (1993) and Capell & Weinstein (2001) reported that students with internal LoC have better grades and test scores than do students of the same intelligence who possess more external LoC. Therefore, students with internal LoC tend to have stronger self-competence, which leads to stronger self-esteem. The fact that individuals' internal or external LoC moderates their self-esteem is in line with the view that reinforcement of any types did not have direct influence on an individual; it is the individuals' way in perceiving reinforcement that mediated the relationship between the reinforcement and the behavior (Rotter, 1990). At this point, symbolic interaction theory is being supported.

However, Schunk and Pajares (2004) argued that LoC could be referred to self-efficacy, the belief that one can execute a specific course of action to achieve a goal (Bandura, 1989). Furthermore, self-competence in Mruk's two-dimensional model is also identical to the definition of self-efficacy by Bandura and Locke (2003). Thus, LoC is indeed related to self-esteem; individuals with internal LoC are likely to possess higher self-competence, which is an important factor of the self-esteem. Even though Slavin (2006) stated that in reality, students' success could be a product of both external and internal factors (abilities, efforts, task difficulty, teachers' behaviors, etc.), it was also reported that students' LoC is the second most important predictor (after ability) of a student's academic achievement (Bong, 2001; Pietsch, Walker, & Chapman, 2003).

Based on the previous studies, teachers in high-performance schools tend to show similar classroom behavior due to the similarity of the students' achievements level. However, because LoC determines how an individual perceive the significance of others' expectancy (Duttweiler, 1984; Rotter, 1990), effects of students' PTE on their self-evaluation process will be moderated

by their LoC. In our context, due to students' different LoC, identical teachers' behavior might elicit different levels of self-esteem on each student, albeit the identically high achievements. Previous discussions lead to the research objective of this current study, which is to investigate how internal LoC moderates students' PTE on their self-esteem in a school environment where all of them are addressed as high-performers. Therefore, a question is to be answered: How does internal LoC moderate the influence of PTE on self-esteem of the students in high-performance schools?

Methodology of Research

General Background of Research

Several public high schools in Indonesia recently obtained a title of Internationally Standardized Schools, where most of the subjects are taught in English (Indonesian language is the common medium for public high schools in the country), and the students are periodically sent overseas for excursions (Pendidikan Network, 2009). In addition, only students with high academic achievement reports are accepted in such schools. It is expected by the educational stakeholders in Indonesia that students who graduated from internationally-standardized schools to be more competitive in international universities across the globe (Indonesian Ministry of Education, 2010). Related to that expectation, knowledge on maintaining self-esteem at an adequate level plays important role to help the students in facing future challenges and competitions (Kammeyer-Mueller, Judge, & Piccolo, 2008).

Sample of Research

Currently, 17 high schools (In Indonesia, students have to go for 6 years in Elementary Schools, 3 years in Junior High Schools and another 3 years in High Schools before they can apply to universities) are accredited as high-performance schools in Indonesia. Each high-performance school in Indonesia contains approximately 1200 students, consisted of 400 students from first year, another 400 from second year, and another 400 from the final year. Therefore, the current total population of students in high-performance schools is approximately 20400. The researchers had clustered one school order to gather the data; however, due to the government's policy, data could not be obtained from the final year students. Therefore, as many as 800 students were taken as participants in this study.

Instrument and Procedures

Students' self-esteem is measured by employing the Rosenberg's Self-Esteem Scale (RSES) (Rosenberg, 1989), which considered as 'the gold standard' in self-esteem research (Miller & Daniel, 2007). The scale is a 10-item self-report measure of global self-esteem. Originally five-point scales, the items are answered on a four-point scales (ranging from strongly agree to strongly disagree) in order to avoid the central tendency. Internal consistency of the questionnaire is assessed using Cronbach's alpha, and the instrument showed the reliability of 0.84

Students' LoC is measured by employing Internal Control Index (ICI) created by Patricia Duttweiler (1984). The ICI was developed based on the most pertinent variables to internal LoC construct such as cognitive processing, autonomy, resistance to influence attempts, delay of gratification, and self-confidence (Lefcourt, 1976.) It was suggested and validated that Duttweiler's scale is the most reliable and valid questionnaires in order to measure LoC in many cases (Furnham & Steele, 1993; Meyers & Wong, 1988). The ICI consists of 28 items

with response alternatives that fall along 5-point scale from (A) ‘rarely’ to (E) ‘usually’. The items were designed to drive highly internally oriented subjects (students with highly internal LoC) to answer half at the ‘usually’ end of the scale and answer the other half at the ‘rarely’ end of the scale. Internal consistency of the questionnaire is assessed using Cronbach’s alpha, and the instrument showed the reliability of 0.88

Students’ PTE is measured by using Perception of Teachers’ Expectancy Scale (PTES). The scale was self-developed in 2009, based on the findings of Oakes (1985). PTES is a 4 points scale with 20 survey items. Each engagement domain is represented by a subscale. There are 10 items for PTEa and PTEb constructs respectively. The students’ response scale ranges from Strongly Disagree (=1) to Strongly Agree (=4). The internal consistency of the questionnaire was assessed using Cronbach’s alpha and showed the score of 0.77.

Back translation process has done in order to produce the Indonesian version of every single scale. All instruments were distributed to the students in bilingual version of English and Indonesian in order to enhance the comprehensiveness of each item. Students were given 2 hours to enter their answers.

Data Analysis

In order to analyze the data, statistical method of One-Way ANOVA was employed. The software of SPSS was utilized in order to analyze and produce the result tables.

Results of Research

In Table 1, Model 1 shows that both predictors of students’ PTEa and PTEd can explain 10% of variance in their self-esteem ($R^2=0.010$). In other words, difference in PTEa and PTEd only explain 10% of the variance of self-esteem among the participants. However, Model 2 indicated that when the variable of LoC is entered, it moderated the effect of both PTEa and PTEd, and able to explain 51% of the self-esteem variance ($R^2=0.051$). It means that more than half of the self-esteem variance among the participants was elicited by the variance of their internal LoC, which moderated the effect of their PTE.

Table 1. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.113 ^a	0.013	0.010	3.681
2	0.235 ^b	0.055	0.051	3.604

a. Predictors: (Constant), PTEd, PTEa

b. Predictors: (Constant), PTEd, PTEa, Internal LoC

In Table 2, it is illustrated that the both PTEa and PTEd significantly contributed to students’ self-esteem (0.008). However, the presence of LoC increases the variance of self-esteem in a more significant way (0.000). Because all of the samples came from high-performance schools, their variance of PTEa and PTEd is low, which means that they perceived that their teachers do not expect them to perform much differently to one another, thereby the PTE predicted lower variance of self-esteem ($F=4.827$). Nevertheless, the variance of their LoC is higher because it is a personality construct and is not affected by the similarity of their PTE. Subsequently, the variance of LoC predicted higher variance of self-esteem ($F=14.467$).

In other words, if the students possess identical levels of internal attribution, the variance of their self-esteem will be lower. Because the internal attribution improves the variance, it could be concluded that the students’ LoC moderates the influence of PTE on self-esteem.

Table 2. Analysis of Variance.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	130.809	2	65.404	4.827	0.008 ^a
	Residual	10108.083	746	13.550		
	Total	10238.892	748			
2	Regression	563.651	3	187.884	14.467	0.000 ^b
	Residual	9675.241	745	12.987		
	Total	10238.892	748			

More details about the effects are illustrated in Table 3. In model 1, it is indicated that PTEa has a lower significance in affecting self-esteem (0.026) compared to PTEd (0.006).

Table 3. Coefficients.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.854	1.516		20.353	0.000
	PTEa	-0.106	0.048	-0.085	-2.230	0.026
	PTEd	0.125	0.045	0.105	2.748	0.006
2	(Constant)	21.049	2.255		9.333	0.000
	PTEa	-0.082	0.047	-0.066	-1.755	0.080
	PTEd	0.084	0.045	0.071	1.877	0.061
	Internal LoC	0.139	0.024	0.208	5.773	0.000

This result supports many previous studies that the self-esteem of HPS is more significantly affected by their PTEa than PTEd, because they perceived that they are expected to perform higher, and this perception led to their higher self-esteem. However, with the presence of internal LoC (Model 2), both PTE lost their significance ($p=0.080$ and 0.061 for PTEa and PTEd respectively). It is confirmed that students' LoC moderates the influence of PTE on self-esteem.

Discussion

Students in high-performance schools perceived that their teachers do not expect them to perform much differently to one another, thereby the PTE predicted lower variance of self-esteem ($F=4.827$), and can only explain 10% of the self-esteem variance. The fact that internal attribution (internal LoC) moderated the effect of PTE on self-esteem (from $F=4.827$ to $F=14.467$) and able to explain 51% of the self-esteem variance ($R^2=0.051$), indicated that students with higher internal LoC do not rely on their PTE to evaluate themselves.

Furthermore, the involvement of LoC in a model drops the significance of PTEa (into $p=0.080$) and PTEd (into $p=0.061$). It is indicated that once the students credit themselves for their academic results and successes, they will not rely on their perception of teachers' expectancy in evaluating themselves. Symbolic interaction theory might explain this phenomenon; being accepted in high-performance schools led the students to perceive that the teachers would put

equally high academic expectancy on each student, thus their PTE (either a or d) did not explain the variance of self-esteem, because being expected to achieve high is perceived as a common attribute among the students. In turn, their LoC takes role in determining their self-esteem.

Theoretically, related to the two-dimensional model of self-esteem (Mruk, 2006), self-worth of HPS is being elevated by the situation that their perception that they are expected to achieve high; and their self-competence is being represented by their internal LoC. Therefore, findings of this study might not support the Symbolic Interaction Theory (Coopersmith, 1967; Stryker, 2002), which maintained that self-evaluation (self-esteem) is determined solely by the individuals' perception of other people's expectancy. It is discovered that perception of other people's expectancy is depending on how the individual credit other peoples' role in their events. However, findings of this study do not negate the previous reports on significant influence of PTE on self-esteem (Al-Fadhli & Singh, 2006; Byrne, 1988; Tong, 2002; Hazri et al., 2010; Prihadi et al., 2010). That was because of two reasons: (1) LoC was not involved in those studies as moderating variables; and (2) other studies have done in normal schools, where teachers' expectancy might be affected by the different features of HPS and LPS, and it might lead to different PTE among HPS and LPS.

Findings of this current study can be summarized as the stronger the internal LoC, the higher the self-esteem of HP. On the other hand, van Laar (2000) discovered that the stronger the external LoC, the higher the self-esteem of LPS. Possessing external LoC, LPS in van Laar's study attributed racial discrimination (external factor) for their low academic achievements, and did not have their self-competence and self-worth challenged, hence the adequately high self-esteem. On the other hand, possessing internal LoC, samples in this current study relied more on internal attribution than external factors (such as teachers' expectancy) in evaluating themselves. Related to Mruk's two-dimensional model of self-esteem (Mruk, 2006), van Laar's LPS did not feel that their low academic results were caused by their lack of competence. HPS in this current study credited themselves for their high academic results; therefore, they feel that the good results were caused by their own competence. Therefore, it can be hypothesized that LPS with external attribution might possess equally high self-esteem to HPS with internal attribution. However, another research in all-LPS schools should be done in order to test the hypothesis.

Although this research has done in an exclusively-HPS school, similar phenomenon might as well be found in streamed or tracked schools. In such school, a classroom would be attended exclusively by HPS or LPS, and this situation might create similar (but not identical) environmental influence to the students. Even though students in high-performance school do not have other schoolmates to be addressed as 'weaker', the general society will address them as HPS in a bigger social context (city, region, country), therefore they might still have some perceptions that they are expected to achieve higher than the others.

Nonetheless, some differences might occur between students from high-performance schools and HPS in a school that practices ability grouping. The latter might have no significant PTEd, because they perceive that their teachers will not expect them to be 'bad' due to the presence of LPS at the other end of the batch. They might likely to have stronger PTEa, because they perceive that teachers do not expect LPS in other classrooms to achieve as high as them. In this situation, their internal attribution will not moderate the effect of PTEa on their self-esteem, and their PTEb will not predict their self-esteem. Accordingly, Liu & Wang (2008) established that the perceived parental academic support affected the academic self-concept of HPS in streamed schools, while their LPS counterparts were affected by PTE. Even though the role of internal LoC in the latter statement was vague, their statement indicated that HPS in streamed schools did not rely on their PTE in order to appraise themselves academically.

Limitation of this current study is that it has done in an exclusively HPS schools. The result could be vary when similar research is done in normal streamed schools, normal schools

that practices mixed ability grouping, or exclusively LPS schools. This current study has done on high school students between 15-16 years old, therefore the students might already have had their self-esteem developed before entering the high school. Researches on younger students group might as well be conducted due to some possibilities of different results. Other traits, such as gender, intelligence, and types of motivation might as well be involved in developing the students' general self-esteem related to their LoC and PTE. Another limitation is the absence of the other external factors of students' general self-evaluation, such as perceived parental academic supports, perceived school climate, academic self-concept, or social economic status. Future research should be conducted in order to investigate how the students' LoC moderates the effect of mentioned external factors on general self-esteem. In other words, there is a gap of literature on how internal factors (such as LoC) moderate the effect of external factors on general self-esteem, especially in educational context. Thereby, future researches should be conducted to fill the gap. Finding of such researches might be significant in determining more effective methods on developing students' general self-esteem.

Sequentially, researches on finding effective methods to improve students' internal LoC is significant to elevate students' self-esteem and academic achievement. However, because LoC is a culture-sensitive trait, different cultural settings might produce different results. Therefore, following another limitation of this study that all of the students came from the same cultural background, studies on multi-cultural schools (such as international schools) or cross-cultural studies, are as well be suggested.

Practical Implications

Related to the statements that facilitating students' self-esteem should be a part of schools' academic goals (Branden, 1994; Cigman, 2004; Ferkany, 2008; Lawrence, 2006) due to its being important to students' motivation and future success (Ferkany, 2008; Önder et al., 2010; Slavin, 2006; van Laar, 2000), it is suggested that different type of schools to have different strategies in enhancing students' self-esteem. In high-performance schools, students' internal LoC plays significant role in determining their self-esteem, and internal LoC is related to the self-competence in two-dimensional model of self-esteem (Mruk, 2006); therefore, improving students' self-worth, might not be a very effective strategy to improve students' self-esteem in an exclusively-HPS school. In order to improve their self-competence, a different strategy can be applied, such as consistently reminding them that they are academically competent and their academic achievement is the result of their own effort. Practices that indicate students' dependency to the teachers (such as emphasizing teachers' authority in the classrooms) should be avoided without reaching to an extent where the students lost their respect to the teachers. However, cultural aspects should be carefully considered in applying this kind of strategy, because the borderline of being academically independent and being disrespectful might be different in some cultures. Another important note to take is that the extremely internal or extremely external LoC predict low self-esteem score (Schwartz & Kaslow, 2000), which will harm the students' future. Internal LoC of their students should be kept in adequate levels, therefore they will not blame themselves too much over insignificant failures, which will decrease their self-competence even further.

On the other hand, in normal schools teachers are likely to have different expectancy towards LPS and HPS (Good, 1981; Oakes, 1985; Rubie-Davies, 2007), which is observable for the students through teachers' classroom behavior (Hazri et al., 2010; Jussim & Harber, 2005), and in turn, students' PTE predicts their self-esteem (Al-Fadhli & Singh, 2006; Byrne, 1988; Prihadi et al., 2010; Tong, 2002). It is suggested to avoid the ability-based discriminative behavior that might elicit different PTE among the students; teachers should deliberately show their academic support to all students in order to let the them develop higher PTEa and lower

PTEd. In turn, PTEa will improve the self-worth of the LPS, and their self-esteem in general. It is important to note, however, that some studies reported the significance of internal LoC in determining academic achievements (Bong, 2001; Pietsch, Walker, & Chapman, 2003), therefore, any strategy to improve the internal attribution should not be applied exclusively to HPS; there are some possibilities that LPS might improve their academic achievement when their internal LoC is improved.

Conclusions

It can be concluded that when the HPS are isolated from the LPS, they would not incline to their PTE to evaluate themselves. Instead, their LoC moderated the effect of PTE on their self-esteem. In this context, HPS do not experience the ability-based discrimination as experienced by their counterparts in normal schools; thereby, they developed a perception that all of them are expected to perform academically well. Sequentially, their LoC took place to determine their self-esteem. The findings indicated that the more the students credit themselves for their success and failures, the higher their self-esteem.

Improving students' internal LoC could be one of the practical implications to improve the students' self-esteem and to maintain it in adequate levels. It can be done by consistently reminding the students that they are academically competent and their academic achievement is the result of their own efforts. Another strategy is to minimize any practice that indicate students dependency to the teachers (such as emphasizing teachers' authority in the classrooms), without reaching to an extent where the students lost their respect to the teachers. Nevertheless, the practice of the latter strategy requires mutual understanding among school managements, teachers, and students on the borderline of being academically independent and being disrespectful. Similar strategies might be applied to normal schools where teachers tend to have different expectancy towards LPS and HPS. Because HPS are likely to have PTEa and LPS tend to have PTEd, teachers in normal schools should be aware that PTEa elevates students' self-worth and PTEd decreases it. It is suggested to avoid the ability-based discriminative behavior that might elicit PTEd; teachers should deliberately show their academic support to all students in order to let them develop higher PTEa and lower PTEd. In turn, PTEa will improve the self-worth and their self-esteem in general.

Acknowledgements

This research is supported and sponsored by the fellowship program from Institute of Postgraduate Studies, University Sains Malaysia.

References

- Al-Fadhli, H., & Singh, M. (2006). Teachers' expectancy and efficacy as correlates of school achievement in Delta, Mississippi. *National Evaluation Institute Conference*. Dallas: National Evaluation Institute Conference.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- Bandura, A., & Locke, E. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88, 87-99.
- Block, J., & Robbins, R. (1993). A longitudinal study of consistency and change in self-esteem from early adolescence to early adulthood. *Child Development*, 64, 909-923.

Bong, M. (2001). Between-and within-domain relations of academic motivation among middle and high school students: Self-efficacy, task-value, and achievement goals. *Journal of Educational Psychology*, 93 (1), 23-24.

Branden, N. (1994). *The six pillars of self-esteem*. New York: Bantam.

Byrne, B. M. (1988). *Adolescent self-concept, ability grouping, and social comparison: reexamining academic track*. Atlanta: American Psychological Association.

Capell, E., & Weinstein, R. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. *Journal of Educational Psychology*, 93 (4), 758-771.

Cigman, R. (2004). Situated self-esteem. *Journal of Philosophy of Education*, 38, 91-105.

Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: Freeman.

Duttweiler, P. C. (1984). Internal control index: a newly developed measure of locus of control. *Educational and Psychological Measurement*, 44 (2), 209-221.

Ferkany, M. (2008). The educational importance of self-esteem. *Journal of Philosophy of Education*, 42 (1), 119-132.

Gamoran, A. (2002, September). Standards, inequality & ability grouping in schools. *Centre for Educational Sociology Briefing* (25).

Good, T. L. (1981). Teacher's expectancy and students' perception: a decade of research. *Educational Leadership*, 38 (5), 415-422.

Hazri, J., Prihadi, K., & Hairul, N. I. (2010). Students' perception of teachers' behavior in the classrooms: effect of between-class ability grouping practice in malaysia. *Journal of Applied Research in Education*, 14, 87-94.

Humphrey, N. (2004). The death of the feel-good factor? : Self-Esteem in the Educational Context. *School Psychology International*, 25, 347-360.

Indonesian Ministry of Education (2010, May 4). *Kementrian Pendidikan Indonesia*. Retrieved March 21, 2011, from kebijakan sekolah bertaraf internasional: <http://mandikdasmen.kemdiknas.go.id/docs/Kebijakan-SBI.pdf>

Jussim, L., & Harber, K. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and Special Psychology Review*, 9, 131-155.

Kammeyer-Mueller, J. D., Judge, T. A., & Piccolo, R. F. (2008). Self-esteem and extrinsic career success: Test of a dynamic model. *Applied Psychology*, 57 (2), 204-224.

Lawrence, D. (2006). *Enhancing self-esteem in the classroom*. London: Paul Chapman Publishing.

Lefcourt, H. (1976). *Locus of control: current trends in theory and research*. New York: John Wiley and Sons.

Martin, G., Richardson, A., Bergen, H., Roeger, L., & Allison, S. (2005). Perceived academic performance, self-esteem and locus of control as indicators of need for assessment of adolescent suicide risk: implications for teachers. *Journal of Adolescence*, 28 (1), 75-87.

- Matre, J. C., Valentine, J. C., & Cooper, H. (2000). Effect of students' after-school activities on teachers' academic expectancies. *Contemporary Educational Psychology, 25* (2), 167-183.
- Miller, D., & Daniel, B. (2007). Competent to cope, worthy of happiness? how the duality of self-esteem can inform a resilience-based classroom environment. *School Psychology International, 28* (5), 605-622.
- Mruk, C. (2006). *Self-esteem research, theory, & practice, 3rd edition*. New York: Springer Publishing Company.
- Myers, D. G. (2008). *Social psychology*. Holland, MI: McGraw Hill.
- Oakes, Jeannie (1985). *Keeping track: how schools structure inequality*. New Haven, CT: Yale University.
- Önder, F., Kurdök, O., & Işık, E. (2010). High school students' career decision-making pattern across parenting styles and parental attachment levels. *Electronic Journal of Research in Educational Psychology, 8* (1), 263-280.
- Pendidikan Network, I. (2009, April 6). *References pendidikan network indonesia*. Retrieved March 21, 2011, from Berita Pendidikan: <http://beritapendidikan.com/mod.php?mod=publisher&op=viewarticle&id=12&artid=1533>
- Pietsch, J., Walker, R., & Chapman, E. (2003). The relationship among self-concept, self-efficacy, and performance in mathematics during secondary school. *Journal of Educational Psychology, 95* (3), 589-603.
- Prihadi, K., Hairul, N. I., & Hazri, J. (2010). Students' self-esteem and their perception of teacher behavior: a study of between-class ability grouping. *Electronic Journal of Research in Educational Psychology, 8* (2), 707-724.
- Rosenberg, M. (1989). *Society and the adolescent self-image. Revised edition*. Middletown, CT: Wesleyan University Press.
- Rotter, Julian B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs, 80* (1), 1-28.
- Rotter, Julian B. (1990). Internal versus external control of reinforcement: A case history of a variable. *American Psychologist (45)*, 489-493.
- Rubie-Davies, C. M. (2010). Teacher expectations and perceptions of student attributes: Is there a relationship? *The British Journal of Educational Psychology, 80* (1), 121-135.
- Ryckman, R. (1993). *Theories of personality*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Schunk, D., & Pajares, F. (2004). Self-efficacy in education: issues and future directions. *Paper presented at the annual meeting of the American Educational Research Association*. San Diego, CA.
- Schwartz, J., & Kaslow, N. (2000). Psychological, cognitive, and interpersonal correlates of attributional change in adolescents. *Journal of Clinical Child Psychology, 29* (2), 188-198.
- Slavin, R. E. (2006). *Educational psychology; theory & practice 8th edition*. Boston: Allyn & Bacon.
- Stryker, S. (2002). *Symbolic interactionism: a social structural version*. Caldwell, NJ: Blackburn Press.

Tong, H. S. (2002). *A Comparison of the perception of teachers assigned to teach higher and lower ability group*. Hongkong: University of Hongkong.

van Laar, C. (2000). The paradox of low academic achievement but high self-esteem in african american students: An attributional account. *Educational Psychology Review*, 12 (1), 33-61.

Von Der Haar, C. M. (2005). *Social psychology: a sociological perspective*. Upper Saddle River, NJ: Pearson Education.

Advised by Laima Railienė, University of Siauliai, Lithuania

Received: August 25, 2011

Accepted: September 03, 2011

Kususanto Prihadi	M.Ed, PhD Candidate, School of Educational Studies, University Sains Malaysia. E-mail: personalitymagics@gmail.com Website: http://www.usm.my/
Nizam Ismail Hairul	PhD, Associate Professor, School of Educational Studies, University Sains Malaysia. E-mail: hairul@usm.my