

Abstract

The purpose of this dissertation, "A Study of Sex Differentiation and Self Esteem of Matayom Students in Suwannaram Wittayakom School" are 1) to consider whether gender is influential on sex role performance in respect of degree of masculinity or femininity and of task orientation ; 2) to consider whether association between gender and male/female sex role identity is identical or distinctive ; and 3) as in this study, attitude towards sex inequality has been added as intermediate variable, and as the analysis aimed to survey the pattern of sex role identity's influence on the direction of such attitude (presuming that the attitude will exercise the same effect as sex role identity on the level of self esteem), analysis will include correlations of attitude, sex role identity and self esteem.

Results from the analysis are sufficient to make relevant explanations of all factors. firstly, gender is judged as a major factor in sex role identity performance prediction, i.e., male students, randomly aged 12 to 19 years old, answered significantly on more positive on the masculinity scale than on the femininity scale (T-value = 5.87, alpha less than .001). They were also more committed towards task orientation, which is believed to be concomitant with the masculine role, than towards pararel the people orientation (T-value = 6.44, alpha less than 0.001), but when the measuring correlation statistical by

Pearson's Method, the outcome had no significant coefficient. There was an unexpected correlation between the masculinity variable and people orientation in the dimension of preferring to join groups activity; and of taking a chance to make oneself outstanding. When measuring correlation between independent variables, i.e., masculinity; task orientation; femininity; people orientation; attitude, and the dependent variable, i.e., self esteem, statistics revealed correlations between 1) self esteem and masculinity (Pearson's correlation coefficient 0.1908 with $\alpha = .05$) ; 2) self esteem and task orientation - the dimension of diligent in study (coefficient is 0.1514 and $\alpha = 0.01$) ; 3) self esteem and task orientation in multi-variable of fear of dropped grade in study, future life and strain from examination (coefficient is 0.1712 and $\alpha = .10$) ; 4) self esteem and femininity in the dimension of friendly character (coefficient of correlation is .2212 with $\alpha = .10$). overall, there were 5 pairs of relationships, independent variables in those relationships are also independent from each other except for femininity and masculinity (which are correlated with a coefficient 0.5320 and $\alpha = .01$). To explain this strong relationship between femininity and masculinity, it is reasonable to describe the characteristic of friendliness as a common value in both genders. There is also an inverse relationship between masculinity and attitude. This is an absolutely unexpected relationship to be found. It is quite difficult to explain this finding from theoretical assumptions. In conclusion, self esteem in male students is correlated with the level of masculinity,

task orientation, people orientation and femininity which each of these variables is independent from each other.

For the female students group, the gender variable seems not to have a definite function in term of sex identity. Since when analyzing whether masculinity or femininity is the dominant characteristic measuring the mean differential method by T-test score -1.17 without significant level. This means there is no difference among females regarding sex role dominance. In the same statistical method of testing the mean difference of task orientation and people orientation, the T-value received 14.50 with alpha less than .001. This means that female students give first priority of importance to task orientation instead of people orientation.

Furthermore, considering all the variables in the study, the findings are that the correlation pattern between variables of the female group is more complex than the pattern found in the male group - that is there is a net of relationship between the female group variables. Each variable is effected by or connected with more than one of other variables. Self esteem and attitude are particularly effected by other variables. The interpretation can be stated here that female students may have more alternatives to maintain or increase their level of self esteem, and in this study, attitude is the most correlating factor to self esteem.