

The self-esteem and mental ability on academic performance of Iranian students with absentee parents

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Abstract

The purpose of this study was to self-esteem and mental ability on academic performance of Iranian students with absentee parents. The descriptive - correlation method was used. In this particular research, the participants were the Iranian students whose one or both parents were absent during their studies at Centro Escolar University during first semester school year 2012-2013. Four hundred eighty -five (485) Iranian students were given psychological test but only 205 were able to complete the test. Students were asked to fill in the grade point average, Cooper Smith self-esteem inventory (SEI) and Culture Fair intelligence test (CFIT). The data were analyzed by tests of Pearson correlation and Chi-Square. This study confirmed the significant contribution of - esteem and mental ability on academic performance of Iranian students with absentee parents.

Keywords: self-esteem, mental ability, academic performance.

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Introduction

It has been observed nowadays, that individual seeks to evaluate one's self. Assessing self-worth is done by a variety of people such as, parents, students, employees and the like regardless of age, gender, profession and interest. More often than not, they rely on feedback from other people. One's worth as a person is measured by his strengths and assets. Awareness of the self would somehow compliment his or her credibility as a person. The affective component of self-esteem speaks of the individual's evaluation of self and likewise an assessment of its worth. It also includes competence, confidence, mastery, achieving independence and freedom (Elliot and et al, 2005). As explained by Maslow, the importance of self-esteem in esteem needs, which is the fourth level in his hierarchy of needs, should be satisfied in order for an individual to be productive and progressive in his/her chosen field. Building self-esteem is dependent on several factors. He explains it as two kinds of self-esteem needs, the need for respect from others and the need for the self-regard. The individual's mental ability can be measured by test in areas of spatial visualization, perceptual speed, number, word facility, verbal

comprehension, word fluency, memory, inductive reasoning and so forth. As such, this can affect the learning process of an individual. The academic performance of the student has been largely associated with many factors. Students who are new to their environment, who are away from their families might encounter some difficulties in dealing with their present situation, as such; this would probably affect their academic performance (Jackson and et al, 2003).

Parents play a significant role in the education of their children, a side from the financial support they are giving. It is for this reason that the researcher chose to study the Iranian students of Centro Escolar University, who are away from their parents in exchange for their studies here in the Philippines. Their parents are expected to support their children in terms of security and emotional strength. Their absence, however, may be compensated through frequent communication via the modern technologies existing today (Limpingco & Tria, 2004). According to Frank (2008), the family's involvement in their son's or daughter's education is a critical factor related to school success. Students benefit from family involvement as indicated by better academic performance, better attendance, lower dropout

rates, increased likelihood for higher education and improved attitudes. In addition, parents are a source of continuity and consistency in the young adult's life that can be a key link among changing education and adult service personnel as well as an on-going constant source of support. They also need close relationship with a parent who is committed to their well-being and who has the ability and authority to supervise their activities and make sure they do not get off on the wrong track (Frank, 2008).

This study focused on understanding the impact of studying far from home. Specifically, the researcher investigated the relationship of self-esteem and mental ability to the academic performance of Iranian students whose parents, one or both, are absent. Nowadays, a lot of students live without parents due to certain reasons which truly affect them not only psychologically but also socially and academically. A common sight at Centro Escolar University is a huge number of Iranian students who travelled from Iran to get educated. Associated with this risk of coming from a foreign place are factors that they need to face during their stay in the Philippines. One of these is the presence or absence of their parents. The most basic task of one's mental, emotional, and social health, which begins in infancy and continues until one dies, is the development of his/her positive self-esteem. The relationship between self-esteem and academic achievement is discussed in a large number of studies. In the critical childhood years, positive feelings of self-esteem have been shown to increase children's confidence and success at school, with positive self-esteem being a predicting factor for academic success. One good example is reading ability (Maruyama and et al, 1981). Mental ability is the power to learn or retain knowledge. It is the ability to understand the facts and significance of one's behavior. Self-esteem and mental ability are the main focus of this research. The researcher wanted to know how these two factors affect academic performance of students when one or both of their parents are absent. In line with this, the researcher wanted to know how self-esteem and mental ability affect the student academic performance while they are far from one or both parents.

Methods and Procedures

The study focused on the relationship of the self-esteem and mental ability to the academic performance of Iranian students whose one or both parents were absent during their schooling in Centro Escolar University which made used descriptive method. In this particular research, the participants were the Iranian students whose one or both parents were absent during their studies at

Centro Escolar University during first semester school year 2012-2013. Four hundred eighty-five (485) Iranian students were given psychological test but only 205 were able to complete the test. The researcher used the purposive sampling technique wherein bona fide Iranian students of Centro Escolar University enrolled during first semester, school year 2012-2013 were the respondents in this study in various colleges. Two hundred five Iranian students were officially chosen as respondents from 485 Iranian students who were given the psychological test because they were the only ones who completed the test.

Instruments

Grade Point Average

In this study, measure the academic performance, during the first semester of school year 2012-2013.

Cooper Smith Self-esteem Inventory (SEI)

Self-esteem Inventory, Adult Form by Stanley Cooper Smith was used to measure the self-esteem of Iranian students whose one or both parents were absent during their schooling at CEU. The Self-Esteem Inventory was designed to measure, evaluate attitudes towards self in social, academic, family and of personal experience. It consists of twenty five (25) items wherein the researchers can assess the self-esteem of Iranian students where they have high, medium and low self-esteem. The major basis of his study was the belief that self-esteem is significantly associated with personal satisfaction and effective functioning. Since the belief has to be tested empirically, the need for a reliable and valid measure of self-esteem was established and led to the development of SEI. The SEI Adult form was used in this study. This is composed of 25 items and were used by Iranian students whose one or both parents were absent during their schooling in CEU.

Culture Fair Intelligence Test (CFIT)

Culture Fair Intelligence Test by Raymond Cattle and A.K.S. Cattle (1981) was used to eliminate apparent cultural bases. It reflects the idea that reducing the use of language and information specific to any group can diminish the effects of culture. This psychological test aims to measure the amount of each individual factor. It was suggested that the test dealing with abstract relations is probably the best measure of the general ability (g). The (g) is a general ability that counts for all correlation scores for the same examiners. The test of g scale 3 from A consists of fifty (50) abstract situational items that are subdivided into four (4) subtests: Test 1 has thirteen (13) items, Test 2 has fourteen (14) items, Test 3 has thirteen (13) items and Test 4 has ten (10) items.

Results

1. Profile of the Respondents

1.1 Age. Table 1 presents the frequency and percentage distribution of the Iranian students at CEU according to age.

Table 1: Respondents' Age

Age	Frequency	Percentage
20-24	64	31.32
25-29	85	41.46
30-34	38	18.54
35-39	16	7.80
40-44	2	0.98
Total	205	100

The data reveals that 41.46 percent of these students or, 85 out of 205 Iranians were 25 to 29 years old. Thus the data imply that majority of the Iranian students at CEU Mendiola are in their young adulthood stage. As suggested from the study of Levinson(2002), the ages of these Iranian students are considered to be in the healthiest time of life because they are generally in good health and not subject yet to disease, since biological function and physical performance can reach their peak from 25 – 35 years of age. This may be the reason why majority of young adult Iranians are very enthusiastic to travel to another country like the Philippines because they are still in the peak of their physical strength needed for career improvement.

1.1 Gender. It appears that fifty six point six percent of the Iranian students at CEU were male and 44.4 percent of them were female.

1.2 The present findings suggest that male Iranian students have more freedom to value higher education in terms of travelling abroad. Probably

because males are more courageous to take adventure than female. According to the study of Rouhpervar (2005), there were more immigrant Iranian women who tended to report depression and anxiety. This may be the reason why more male Iranian students travel abroad to obtain higher education than female.

1.3 Length of stay in the Philippines. Table 2 demonstrates the length of stay of Iranian students in the Philippines. It was shown that majority of the Iranian students or 32.68 percent of them stayed in the Philippines for three years or 35 - 39 months. Probably, majority of them return to Iran but come back again some other time. On the other hand, some of them may probably have experienced home sickness, which may drive them to go home to their country. In some other cases according to some Iranian students, their courses enrolled were already their second degree which may not need them to spend the regular 4 years.

Table 2: Respondents' Length of Stay in the Philippines

Length of Stay in the Philippines (in months)	Frequency	Percentage	Rank
20-24	24	11.70	4
25-29	34	16.59	3
30-34	60	29.27	2
35-39	67	32.68	1
40-44	10	4.88	5
45 and more	10	4.88	5
Total	205	100	

1.4 Parental Status. It appears that very few Iranian students or 11.7 percent of them lived with one parent. Most Iranian female lived with one parent since their parents felt the woman needs more support than male. Usually, there are more restrictions for women compared to men with respect to individual freedoms as stated by Iranian Chamber Society, whereas 88.3 percent have no both parents with them.

Both parents absent. Based on the statistical findings in Table , it appears that majority of the Iranian Students at CEU have no parents with them while studying here in the Philippines in which

279 out of 316 or 88.3 percent were found to have both parents absent. The data strongly suggest that the Iranian male students are self- motivated, strong, and independent.

2. Characteristics of Respondents

2.1 Self-Esteem. Based on the statistical results in Table 3, Iranian students have low self-esteem. Probably because majority of them had difficulty expressing themselves due to their language barrier.

Table 3: Self-Esteem of the Respondents

Self Esteem	Frequency	Percentage
Superior	0	0
Above Average	0	0
High Average	0	0
Average	0	0
Low Average	4	2.0
Below Average	79	38.50
Low	122	59.5
Total	205	100.0
Mean	31.31	
S.D.	3.673	

According to results, there were 38.5 percent of Iranians had below average self-esteem, while 59.5 percent had low self-esteem.

The statistical findings consistently suggest that the self-esteem of Iranian students have unfavourable result. Probably, they have limited social support due to their difficulty to communicate with others and relatively

experience culture shock in the Philippines as implied by the statistical results in Table 3. 2.2 Mental ability. Among the 205 Iranian students in CEU, it appears that 100 percent of them had favourable mental ability results, according to Table 4. It shows that 80 or 39 percent were found to have high average mental ability.

Table 4: Mental Ability of the Respondents

Mental Ability	Frequency	Percentage	Rank
Superior	17	8.3	1
Above Average	45	22.0	2
High Average	80	39.0	3
Average	46	22.4	4
Low Average	17	8.3	5
Below Average	0	0	6
Total	205	100.0	
Mean	40.51		
S.D.	9.172		

Moreover 45 or 22 percent were above average while the rest were still within the average range of mental ability. The data strongly suggest that those Iranian students who were very enthusiastic to travel in the Philippines for better education have great potential to learn. The statistical findings imply that Iranian students in the Philippines have very good critical thinking skills

and tend to be creative to find ways to overcome their language difficulty in their school life in the Philippines.

2.3 **Academic performance.** Based on the profile of the respondents in terms of academic performance in Table 5.

Table 5: Academic Performance of the Respondents

Academic Performance	Frequency	Percentage	Rank
Very Satisfactory	21	10.2	1
Satisfactory	139	67.8	2
Fairly Satisfactory	24	11.7	3
Barely Satisfactory	11	5.4	4
Unsatisfactory	10	4.9	5
Total	205	100.0	

It appears that majority of the Iranian students or 77.85 percent of them could perform from satisfactory to very satisfactory in their class thus this statistical findings were congruent to the mental ability results in Table 5.

The data further suggest that majority of these Iranian students were focused on their goal to obtain their degree despite some experiences of cultural adjustment and language difficulty.

3. Comparison of the Respondents' Characteristics When Grouped According to Profile

3.1 Self-Esteem

3.1.1 **Age.** Table 6 shows that there is no significant difference in the self-esteem of the Iranian students when compared according to age as shown on computed chi-square value of 7.334 in which $p = 0.501 > 0.05$.

Table 6: Comparison of Self-esteem of Respondents When Grouped According to Age

Age	Self-esteem				Chi-Square	Significance
	Low Average	Below Average	Low	Total		
20-24	2	28	34	64	7.334	P= 0.501> 0.05 Not significant
25-29	0	34	51	85		
30-34	1	13	24	38		
35-39	1	3	12	16		
40-44	0	1	1	2		
Total	4	79	122	205		

However, the result suggests that most of the respondents had low self-esteem at ages 25-29

since they are still on the stage of proving themselves.

3.1.2 Gender. Based on Table 7 it appears that there were slight differences between the self-esteem of male and female Iranians as shown from the computed Chi square value of .397 in which $P = 0.820 > 0.05$. The statistical result strongly suggests that the difference of their self-esteem was not

significant when compared according to their gender. It means whether they are female or male, their self-esteem was not affected at all.

Table 7: Comparison of Self-Esteem of Respondents When Grouped According to Gender

Self-esteem	Female	Male	Total	T-value	significance
Low Average	2	2	4	.397	P = 0.820 > 0.05 Not Significant
Below Average	37	42	79		
Low	52	70	122		
Total	91	114	205		

3.1.3 Length of stay in the Philippines. The statistical data in Table 8 shows that the self-esteem of the Iranian students at Centro Escolar University were the same whether they stay longer or shorter in the Philippines as shown from the computed F value of 4.77 wherein $p = 0.793 > 0.05$ which means that there is no significant difference in their self-esteem in relation to the length of their

stay in the Philippines. This is probably because the number of months they spent in the Philippines were not enough for their culture adjustment. According to table 3, 32.68 percent of them had stayed in the Philippines for 39 months or three years and 3 months.

Table 8: Comparison of Self-Esteem of Respondents When Grouped According to Length of Stay in the Philippines (in Months)

Age	Mean	Standard Division	T-Value	significance
20-24	40.17	9.472	.477	P=0.793>0.05 Not significant
25-29	40.94	9.448		
30-34	41.07	9.399		
35-39	40.06	8.655		
40-44	42.80	11.163		
45 and more	37.20	8.651		
Total	40.51	9.172		

3.1.4 Parental status while schooling. Table 9 shows there is no significant difference in the self-esteem of Iranian students whose parents were both absent or one parent was absent during their stay in the Philippines, thus the data strongly suggest that, their parents' absence has nothing to do with their emotional experiences. The effect of the absence of their parents may not be that

intense probably because even if they were apart from their parents they could still have constant communication. However, Branden (1998) has claimed in his study that self-esteem was developed through one's life experience. He added that culture and self-esteem have significant relationship.

Table 9: Comparison of the Self-Esteem of Respondents When Grouped According to Parental Status While Schooling

	Parental status while schooling		Total	Chi-Square	P-value
	Both Parents were Absent	One Parent was Absent			
Low Average	4	0	4	.955	P = 0.620 > 0.05 Not Significant
Below Average	71	8	79		
Low	106	16	122		
Total	181	24	205		

For example, the pressure from society has great influence to the low self-esteem of an individual. The data further suggest that the experience of low self-esteem of Iranian students may not be coming from the absence of their parents but rather may be due to their process of culture adjustment in the Philippines as demonstrated and implied by the obtained chi square value of .955 wherein $P = 0.620 > 0.05$ which was not significant at all to relate self-esteem with the absence of their parents.

3.2 Mental Ability

3.2.1 Age. According to Table 10 the mental ability of the Iranian students has not been influenced by their age, as implied by the statistical result of Chi Square Value of 12.598^a wherein $P = 0.702 > 0.05$ which means that the age of the Iranian had no significant effect on their self-esteem.

Table 10: Comparison of the Mental Ability When Grouped According to Age

Age	Mental Ability					Total	Chi-Square	P-value
	superior	Above Average	High Average	Average	Low Average			
20-24	6	20	21	12	5	64	12.598 *	P=0.702 > 0.05 Not significant
25-29	6	15	36	23	5	85		
30-34	4	9	14	6	5	38		
35-39	1	1	8	4	2	16		
40-44	0	0	1	1	0	2		
Total	17	45	80	46	17	205		

This indicates that their emotional evaluation of themselves was not influenced by their age. Basically, the way they look at themselves would most likely has affected by how others looked at them. This is supported by the theory of Cooley's Looking Glass Self (2009), in which according to him, the individuals' impression of other people influences the way they look at themselves. Thus, these Iranian' various experiences from Filipino

teachers and classmates including how they were accommodated have important role in their self-esteem development in the Philippines.

3.2.2 Gender. Table 11 demonstrates the very small difference in mental abilities of female and male Iranians which strongly suggests that the mental abilities of Iranian students have no significant difference compared according to gender as depicted from the obtained Chi Square

value of 3.648 wherein $P = 0.456 > 0.05$. On the other hand, this statistical data are incongruent with the paper result of Philippines Rushton (2010) in which the average male is of advantage over women by late adolescence and early adulthood. On the other hand, it can also be considered that before the two sexes are equal in general intelligence. There were 100-year

consensus that men and women are the same in general mental ability. For decades, however, psychologists have accepted that men and women differ in their test "profiles," with males averaging higher on tests of "spatial ability" and females higher on tests of "verbal ability."

Table 11: Comparison of Mental Abilities of Respondents When Grouped According to Gender

Mental Ability	Gender		Total	Chi-Square	P-value
	Female	Male			
Superior	8	9	17	3.648	P = 0.456 > 0.05 Not Significant
Above average	18	27	45		
High average	41	39	80		
Average	19	27	46		
Low average	5	12	17		
Total	91	114	205		

On the other hand, in the case of Iranian students in CEU, the difference of their mental ability test scores was not significant enough to claim that males are higher in intellectual functioning as compared to female probably because their language difficulty has to be considered too, that may have affected the results. Through the years of

studies of some experts, probably the language difficulty may have affected the result of the test.

3.2.3 Length of stay in the Philippines. Based on the statistical findings in Table 12. The mental ability of Iranian students was not influenced by the length of their stay in the Philippines.

Table 12: Comparison of the Mental Abilities of Respondents When Grouped According to Length of Stay in the Philippines (in months)

No. of Months	Mean	Standard Deviation	Chi-Square	P-value
20-24	31.13	3.567	.453	P=0.810 > 0.05 Not Significant
25-29	31.35	3.152		
30-34	31.67	3.878		
35-39	31.31	3.702		
40-44	30.80	4.541		
45 and more	29.90	3.695		
Total	31.31	3.673		

As shown from the computed value of .453 wherein, $P = 0.810 > 0.05$, which implies that there is no conclusive evidence for environmental explanations, nor direct empirical support for the effect of length of stay of the Iranians in the Philippines to their mental ability.

3.2.4 Parental status while schooling. According to the statistical results, the mental ability of the Iranians whose both parents were absent were higher than those with one parent absent.

Table 13: Comparison of Mental Abilities of Respondents When Grouped According to Parental Status while Schooling

Mental Ability	Living with Parent		Total	Chi-Square	P-value
	Both Parents were Absent	One Parent was Absent			
Superior	14	3	17	11.167	P = 0.025 < 0.05 Significant
Above Average	43	2	45		
High Average	64	16	80		
Average	44	2	46		
Low Average	16	1	17		
Total	181	24	205		

On the other hand, the difference is significant to claim that the absence of parents with Iranian students have influenced their mental ability. Probably, it is basically the physical health that is strongly connected with one's mental health. It can be observed that there was a great number of Iranians who have healthy lifestyle and even join the sports fest game at CEU that have enhanced their mental skills.

According to an article, taking care of one's body is a powerful first step towards mental and emotional health and it says that mind and the body are linked. When people improve their physical health, they automatically experience

greater mental and emotional well-being. For example, exercise not only strengthens the heart and lungs, but also releases endorphins, powerful chemicals that energize one and lift this mood. The activities that people engage in and the daily choices that they make affect the way they feel physically and emotionally.

3.3 Academic Performance

3.3.1 Age. Table 14 demonstrates the comparison of the academic performance of Iranian students from the different age levels.

Table 14: Comparison of Academic Performance of Respondents When Grouped According to Age

	Academic Performance (GPS)				Total	Chi-Square	P-value
	Barely Satisfactorily	Fairly Sat.	Satisfactorily	Very Sat.			
20-24	8	6	43	7	64	8.902	P=0.711 > 0.05 Not Significant
25-29	5	8	57	15	85		
30-34	5	4	21	8	38		
35-39	1	2	10	3	16		
40-44	0	1	1	0	2		
Total	19	21	132	33	205		

The statistical data show that there was no significant difference in the academic performance of Iranian students in relation to their age profile as shown from the computed Chi- Square value of 8.902 wherein $P = 0.711 > 0.05$. This is probably because Maslow said, activities of individuals are driven by their goals; it has no relation at all whether a person is young or old. This may be the

reason why the age of Iranian students has no significant relationship to their academic performance.

3.3.2 Gender. Table 15 presents the academic performance of Iranian students when compared according to their gender.

Table 15: Comparison of the Academic Performance of Respondents when Grouped according to Gender

Academic Performance	Gender		Total	Chi-Square	P-value
	Female	Male			
Very Satisfactory	9	12	21	5.920	P=0.205>0.05 Not Significant
Satisfactory	61	78	139		
Fairly Satisfactory	9	15	24		
Barely Satisfactory	4	7	11		
Unsatisfactory	8	2	10		
Total	91	114	205		

The data reveal that male Iranians have more satisfactory academic performance compared to female as demonstrated from the percentage distribution of the verbal interpretation of their Grade Point Average (GPA). However, the difference was not very big and not significant enough to connect the attribution of academic

performance to the gender of the Iranian Students as shown from the computed Chi Square value of 5.920 wherein $P = 0.711 > 0.05$.

3.3.3 Length of stay in the Philippines. Table 16 demonstrates the academic performance of the Iranian students when compared according to their length of stay in the Philippines.

Table 16: Comparison of the Academic Performance of Respondents When Grouped According to Length of Stay in the Philippine

Academic Performance	Mean	Standard Deviation	Chi-Square	P-value
20-24	2.4267	.26452	1.629	P = 0.154 > 0.05 Not Significant
25-29	2.3797	.33554		
30-34	2.4427	.32974		
35-39	2.4507	.30734		
40-44	2.7080	.68405		
45 and more	2.5600	.41196		
Total	2.4517	.34784		

The data show that the Iranians' performance in their studies was not influenced by the length of their stay in the Philippines. Whether they stayed longer or shorter, they performed the same. There was no difference at all in the levels of their academic performance when compared according to the length of their stay in the Philippines.

3.3.4 Parental status while schooling. The computed Chi Square value of 13.144 wherein $P = 0.011 < 0.05$ in Table 17 strongly suggests that the academic performance of Iranian students was significantly influenced by the absence of their parents.

Table 17: Comparison of the Academic Performance of Respondents When Grouped According to Parental Status while Schooling.

Academic Performance	Parental Status while schooling		Total	Chi-Square	P-value
	Both Parents are Absent	Living with One Parent			
Very Satisfactory	20	1	21	13.144	P = 0.011 < 0.05 Significant
Satisfactory	127	12	139		
Fairly Satisfactory	20	4	24		
Barely Satisfactory	8	3	11		
Unsatisfactory	6	4	10		
Total	181	24	205		

However, the influence was surprisingly positive, as shown from the frequency distribution of the verbal interpretation of their academic performance. Thus, there were 127 Iranian students whose both parents were absent who got satisfactory grade while only 12 Iranian students who had one parent absent got satisfactory grade. It seems that the Iranian students tend to perform well in their academics even when both parents were absent. The present findings imply that perhaps that these Iranian students are more

challenged with their self-esteem and tended to persevere more in their studies. They seemed to divert their energy into their academic performance probably as compensation to the loneliness from the absence of their family.

4. Relationship of the Respondents' Self-Esteem and Mental Ability to their Academic Performance When One Parent Was Absent

Table 18: Relationship of the Self -Esteem and Mental Ability to the Academic Performance of the Subjects Whose One Parent Was Absent

Self Esteem	Pearson Correlation Verbal Interpretation Sig. (2-tailed)	Academic performance (GPA)
		-0.008 Negligible Correlation P = 0.970 > 0.05 Not Significant
Mental Ability	Pearson Correlation Verbal Interpretation Sig. (2-tailed)	-0.076 Negligible Correlation P = 0.725 > 0.05 Not Significant

According to the statistical findings in the Table 20, the self-esteem level and mental ability of Iranian students did not affect their academic performance when one parent was absent as shown from the obtained Pearson r value of -0.008 and -0.076 respectively.

5. Relationship of Self-Esteem and Mental Ability to the Academic Performance Whose Both Parents Were Absent

Table 19 shows that there is no significant relationship of self-esteem and mental ability to the academic performance of Iranian students, as

revealed by the obtained Pearson r value of 0.038 and 0.108.

Table 19: Relationship of the Self-Esteem and Mental Ability to the Academic Performance of the Subjects Whose Both Parents Were Absent

		Academic Performance (GPA)
Self Esteem	Pearson Correlation	.038
	Verbal Interpretation	Negligible Correlation
	Sig. (2-tailed)	P = 0.612 > 0.05
Mental Ability	Pearson Correlation	.108
	Verbal Interpretation	Negligible Correlation
	Sig. (2-tailed)	P = 0.149 > 0.05
		Not Significant

It could be that the Iranian students' strong desire to finish their studies helped them cope with their academics even when their parents were absent during their schooling at CEU.

Conclusions

This chapter presents a brief summary of the study, the findings on the data gathered, the conclusions drawn and the recommendations offered. Summary of Findings.

Based on the results of findings, the following 1. are enumerated 1. Profile of Respondents.

1.1 Age. The data revealed that majority of the Iranian students at CEU Mendiola were in their young adulthood stage.

1.2 Gender. It appears that majority of the Iranian students at CEU were male.

1.3 Length of Stay in the Philippines. Majority of Iranian students stayed in the Philippines for three years.

1.4 Parental status while schooling. Few of the Iranians lived with one parent, while most had no parents with them.

2. Characteristics of Respondents

2.1 Self-Esteem. According to the results, some Iranians had below average self-esteem, but majority had low self-esteem. The findings consistently suggest that the self-esteem of Iranian students have unfavourable result.

2.2 Mental Ability. Majority were found to have high average mental ability.

2.3 Academic performance. Majority of the Iranian students could perform from satisfactory to very satisfactory in their class.

3. Characteristics of the Respondents when compared according to:

3.1 Self Esteem.

3.1.1 Age. There were no significant difference in the self-esteem of the Iranian students when

compared according to age. However, the result suggests that most of the respondents had low self-esteem at ages 25-29 since they are still on the stage of proving themselves.

3.1.2 Gender. It appears that there is a slight difference between the self-esteem of male and female Iranians. The statistical result strongly suggests that the difference of their self-esteem was not significant when compared according to their gender.

3.1.3 Length of stay in the Philippines. There is no significant difference in their self-esteem in relation to the length of their stay in the Philippines.

3.1.4 Parental status while schooling. There was no significant difference in the self-esteem of Iranian Students whose parents were both absent or one parent was absent during their stay in the Philippines.

3.2 Mental Ability

3.2.1 Age. The mental ability of the Iranian students has not been influenced by their age, which means the age of the Iranians had no significant effect on their self-esteem.

3.2.2 Gender. There was very small difference in the mental abilities of female and male Iranians.

3.2.3 Length of stay in the Philippines. The mental ability of Iranian students was not influenced by the length of their stay in the Philippines.

3.2.4 Parental status while schooling. The mental ability of the Iranians whose both parents were absent was higher than those with one parent absent.

3.3 Academic Performance

The academic performance of the Iranian students is the same regardless of age, gender and length of stay. However, their academic performance differ depending on whether their parent/s is/are absent during the schooling.

4. Relationship of Self-Esteem and Mental Ability to the Academic Performance of the Subjects Whose One Parent was Absent

According to the results, it appears that there is a negligible correlation but not significant between the self-esteem and mental ability to the academic performance of the subjects whose one parent was absent.

5. Relationship of Self-esteem and Mental Ability to the Academic Performance of the Subjects Whose Both Parents were Absent

Self-esteem and mental ability of the Iranian students show a negligible but not significant relationship to their academic performance when both parents are absent. Conclusions

Based on the foregoing, the following conclusions were drawn:

1. Parents have significant roles in the academic performance of their children.
2. Iranian students' academic performance is not influenced by their self-esteem.
3. There is no difference in the mental ability and self-esteem of female and male group.
4. The concept of mental ability involves the capacity of the students to have satisfactory academic performance even in the absence of their parent.

Recommendations

After a thorough analysis of data, the following recommendations are hereby made:

For the single parents, to be more considerate to their off springs to create mutual sympathies and secure feelings of parents-children relationship as well as children to each of their parents. For single parents, they can encourage the involvement of positive male role models in the life of their child to compensate for the absence of the father. For future researchers, to consider other aspects of predictors as determinants in the level of self-esteem, mental ability and academic performance. Other ideas can be improved such as the methods of obtaining data.

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