Family Structure and Subjective Social Status: The Impact on a Young Adult's Academic Achievement and Self Esteem

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Abstract

The present study sought to provide a greater understanding of how family structural differences such as living in a one or two parent family and subjective social status may impact a young adult's academic achievements and self-esteem within an Irish context. Participants ranged in age from 18- 25 years old. A questionnaire was administered to participants (n=165) through social media which consisted of questions regarding participants family structure, academic achievements (Leaving Certificate points, third level education progression and level), The MacArthur Scale of Subjective Social Status and The Rosenberg Self-Esteem Scale (RSES). Findings from both the multinominal and binomial logistic regressions revealed that Leaving Certificate points, third level education progression and level were not impacted by subjective social status. Similarly, the Mann Whitney U Test and chi square test of independence found no significant difference in the Leaving Certificate points, third level education progression and level between family structures. The independent samples t-test also found no significant difference between family structures and self-esteem. However, subjective social status significantly predicted self-esteem. These findings provide a greater understanding of how education progression opportunities are impacted a country specific level. Implications for this study are discussed.

Running head: FAMILY STRUCTURE AND SUBJECTIVE SOCIAL STATUS ON ACADEMIC ACHEIVMENT AND SELF-ESTEEM

Introduction

Households have become remarkably diverse in their structures during the twentieth century, with increasing rates of family structural change due to parental separation and divorce (Pryor & Trinder, 2004). Family structural change captures the movement of a parent in and out of a child's home, which can alter parenting practices and the homes environment (Cavanagh, Stritzel, Smith & Crosnoe, 2018). Rates of family structural change are increasing due to divorce rates (Ogihara, 2018) and increasing participation of women in the workforce, as there are more educational and economic resources for women (Ionescu & Chirianu, 2014) and non-traditional family households (Gosselin et al., 2014) becoming the norm. The understanding of family has also diversified, resulting in the classical nuclear family now being just one of many family backgrounds (Lamberty & Imhoff, 2019) as families are often mixed across various combinations (Johnston, Cavanagh & Crosnoe, 2020). Structural changes in the family can result in a cascading series of negative outcomes for children (Ratnarajah & Schofield, 2008) such as behavioural problems (Hao & Matsueda, 2006), negative influences on education (An & Sorensen, 2017) and reductions in economic resources (Ram & Hou, 2003). The aim of this review is to address how a young adults family structure and social subjective status impacts their academic achievement and self-esteem.

Family Environment

It has been well established that the family environment plays a crucial role in a child's development and parents are seen to have a substantial influence in a child's life (Lam, 2011). Most children in the United States today will experience one or more changes in family structure (Andersson, 2002; Ryan & Claessens, 2013) which is likely to shape their transition into young adulthood (Johnston, Cavanagh & Crosnoe, 2020). Children who experience multiple transitions in family structure such as parental separation, remarriage of a

single parent, or the disruption of a remarriage may face worse developmental outcomes than children raised in stable, two-parent families. They may also experience outcomes worse than children raised in stable, single-parent families (Fomby & Cherlin, 2007).

Disruption in the family dynamic results in negative developmental outcomes as family transitions cause stress (Hadfield, Amos, Ungar, Gosselin & Ganong, 2018) and instability (Ryan, Claessens & Markowitz, 2015). This negatively influences academic performance as family structure is the greatest predictor of academic achievement (Jeynes, 2005). Hampden & Galindo, 2015 found that youth who experienced family structure instability such as cohabiting parents, married stepparents or single parents were 33% less likely to stay in education in comparison to those who resided in married biological families during the four years prior to the end of compulsory schooling. This suggests that youth who experienced a change in family circumstances during these four years are at risk of dropping out of school. This effect can continue into high school as any family changes that occur negatively in the period of compulsory schooling have been found to correlate with a student's college enrolment as the financial burdens of attending college was reflected, especially in selective colleges (An & Sorensen, 2017).

Academic achievement

Academic achievement is a key determinant of future life possibilities (Kim, Mazza, Zwanziger & Henry, 2014) and is influenced by several parental, educational, demographic, and environmental factors (Hammer, Melhuish & Howard, 2018). In the past it has been found that children who grew up in a one parent family showed lower educational attainment (Weitoft, Hjern & Rosén, 2004) and had an increased risk of educational underachievement (Riala, Isohanni, Jokelainen, Jones & Isohanni, 2003) than children in a two-parent family. Lone parenthood is linked educational problems (Spencer, 2005) as youth from single-

parent families report lower educational aspirations than those from two-parent families (Garg, Melanson & Levin, 2007). Children of single parent families are therefore less likely to be as highly educated as children who grew up with both biological parents (Martin, 2012) possibly due to parental involvement being greater in two biological parent families rather than single parent families (Jeynes, 2011) as there are more resources (Otter, 2014). Children of single parent families also have greater chances of arriving late for school in 16 of the 17 countries analysed (Garriga & Martínez-Lucena, 2018). With progression into third level education similar results are apparent. Children living in single parent families have lower college attendance rates than children in two parent families (Han, Huang & Garfinkel, 2003). More recently research suggests that family functioning is now more important than family structure (Lin, Washington-Nortey, Hill & Serpell, 2019). Supportive family relationships and parenting practices are linked to healthy adjustment in children and adolescents (Shorter & Elledge, 2020) as the quality of family relationships shapes and influences the social, psychological, and biological development and functioning of its members (Okasha, Elkholy & El-Ghamry, 2012). However, mothers being employed and having a partner have been identified as predictors for healthy family functioning (Vivekanandarajah, Wen & Baur, 2018).

Maternal and paternal influences on education

Family functioning and maternal control are significant predictors of children's education (Leung & Shek, 2013). Higher levels of maternal and paternal education showed improvements in early child outcomes with associations stronger for maternal than paternal education (Jeong, Kim & Subramanian, 2018). An increase in maternal education showed improvements in their child's test scores (Amato, Patterson & Beattie, 2015). Higher levels of maternal education correlate with an increased number of books at home, fewer hours spent watching television daily and more extracurricular activities; these features in turn are

reflected in, higher school performance among language, literacy, and mathematical skills (Tan, Zhou & Li, 2019). In the home paternal involvement is of strong importance for pre-schoolers literacy learning (Xiao et al., 2020) as it significantly correlates to vocabulary scores (Schaefer et al., 2019). Greater improvements for children have been found when fathers spend prolonged amounts of time completing educational activities with their children (Cano, Perales & Baxter, 2019). Through parental academic involvement research suggests there is a pathway between family socio economic status and children's academic achievement (Zhang et al., 2020). Parental academic involvement throughout school strongly links to a student's academic success as school-based involvement is particularly beneficial for disadvantaged youth with poorer prior achievement and from lower socio-economic status families (Benner, Boyle & Sadler, 2016). However past research suggests that parental involvement does not always moderate the relation between socio economic risk and academic achievement (Kingston, Huang, Calzada, Dawson-McClure & Brotman, 2013).

Subjective social status and academic achievement

Family socio-economic status is the main factor influencing a student's academic achievement (Liu, Peng & Luo, 2020). Subjective social status reflects the relative perception that individuals have of their place in the social hierarchy (Giatti, Camelo, Rodrigues & Barreto, 2012). It is a subjective measure of socio-economic status (Reitzel et al., 2007). A lower perceived social status is associated with adverse, whereas a higher social status is linked to stronger psychological and physiological outcomes (Cundiff & Matthews, 2017). In youth, status would generally be in the context of society or school (Rahal, Huynh, Cole, Seeman & Fuligni, 2020). Both classical and recent accounts of education posit that education legitimately and authoritatively, classifies individuals to positions of lower or higher status as education is an important source of subjective social status (Noord van, Spruyt, Kuppens & Spears, 2019). There is a wealth of literature available on the impact on

socio economic status, not subjective, on academic achievement. It is worth considering these findings to amplify how much social status may impact educational outcomes for young people.

Socio-economic status

Children with a lower socio-economic have fewer academic achievements throughout their schooling years (Kyriakides et al., 2018). These children may lack academic and financial support, which will negatively impact their academic performance (Thomson, 2018). Low socio-economic status parents often are unable to confidently access information regarding further education pathways as they may not have progressed to this level themselves or have the educational cultural capital to support their children's educational aspirations unlike high socio-economic parents (Fischer, Kilpatrick & Barnes, 2019). Longitudinal analysis found that higher socio-economic status students have greater achievements in tests and school grades, irrespective of their gender (Battle, 2002). Specifically, greater mathematical achievements as these families provide the academic, financial, and psychological support needed to help promote learning (Sengul, Zhang, & Leroux, 2019). Therefore, in most societies low socio-economic status children do not receive the same learning experiences in or out of school as their high socio-economic status counterparts (Chmielewski, 2019).

Research in the social sciences has consistently demonstrated that students with a low socio-economic status have fewer opportunities to succeed in university compared to students with a high socio-economic status (Jury et al., 2017). The percentage of third level education parents expecting their child to earn a bachelor’s degree rises with family socio-economic status, the percentage of high socio-economic status parents of low achieving students expecting their child to earn a bachelor’s degree is higher than low socio-economic status parents of high-achieving students (Stull, 2013). High achieving students were found to have

no home factors that were typical of a low socio-economic status home environment, for example living in an overcrowded environment with many siblings which may result in parents having less time to teach their children basic numbers and spellings before attending school (Milne & Plourde, 2006). In the home children of low socio-economic status families can be typically expected to sit for longer periods of time quietly and are encouraged not to interrupt adults conversing, although high socio economic status parents often talk and engage with their children in deeper and more meaningful conversations by using richer vocabulary in order to provide a learning environment and teaching experiences (Bradley & Corwyn, 2002). Consequently, socio-economic status strongly influences an individual's experiences from childhood throughout their adult life (Lei, Wang, Peng, Yuan & Li, 2019).

From these studies we can conclude family socio-economic status which is established by parental income, education, and/or occupation status is an important determinant of an individual's life satisfaction (Kahneman & Deaton, 2010). However, a fundamental human concern serving as a mediating factor between socio-economic status and life satisfaction is self-esteem, as low socio-economic status is a predictive factor for low self-esteem, especially in adolescence (Chen et al., 2016). This issue will be addressed in the following section.

The critical role of self-esteem

Rogers (1951) referred to self-esteem as the extent to which a person likes, values, and accepts him or herself. It is a global and unidimensional phenomenon (Rosenberg, 1965) whereby each element of the self is judged against a self-value that has developed during childhood and adolescence (Guindon, 2002) whereby feedback from others, particularly significant others, is an important element of self-esteem (Rosenberg, 1979). In humanistic psychology it is understood as an important concept, playing a central role in the core concepts of growth, well-being, and self-actualization (Mruk & Skelly, 2017). Changes in

self-esteem can be influenced by a shift in life events and family cohesion during adolescence suggesting that it is a dynamic rather than a static construct (Baldwin & Hoffmann, 2002). Self-esteem and socio-economic status are two of the most important and frequently examined psychological and sociological variables as their relationship shows both society's primary view of an individual and the individual's view of themselves (Twenge & Campbell, 2002).

Individuals often internalise the opinions of others while self-evaluating. This may explain findings by Haney, 2007 that if a neighbourhood an individual lives in is deprived, has a bad reputation, or is disordered it exposes the young person to compromised self-esteem. Lower socio-economic status individuals are attributable to a lack of resources and opportunities at a neighbourhood level which is why an individual in a deprived neighbourhood might relate their performance to individual competence rather than neighbourhood constraints, contributing to a lower sense of self-esteem (Fagg, Curtis, Cummins, Stansfeld & Quesnel-Vallée, 2013). Discrimination is also a common experience for people living in a lower socio- economic area as many people unfairly link poverty to laziness and many other negative traits, stereotypes or prejudices which may have detrimental effects on the self-esteem of people with a low socio-economic status (Herman, Bi, Borden & Reinke, 2012).

Blomfield & Barber, 2011 note some protective factors for self-esteem. They found adolescents with a lower socio-economic status who participated in extracurricular activities had more positive general self-worth than adolescents from similar socio-economic backgrounds who did not participate in extracurricular activities, suggesting that the positive experiences that occurred during the activities predicted positive self-worth. Students with a higher socio-economic status family reported greater levels of self-esteem (Zhang & Postiglione, 2001). Socio-economic status was measured by parental education level, family

income and having your own bedroom at home. The effect size is very small in young children although this increases substantially during young adulthood and into middle age (Twenge & Campbell, 2002). This will be referred to in the discussion. An increase in measure of subjective social status has been linked to higher self-esteem (Heywood & Lyons, 2017) since subjective social status taps into the stressful experiences that affect one's perceived self-worth and captures the psychosocial consequences and social disadvantages that are disregarded by conventional socioeconomic measures (Garza, Glenn, Mistry, Ponce & Zimmerman, 2017).

Subjective social status mediates the effects of the quality of parenting in childhood on adulthood self-esteem (Hayashida et al., 2019). Our self-esteem stems from our relationships with others, with parents and the quality of parental practices particularly playing an important role in the development of a child or adolescent's self-esteem (Keizer, Helmerhorst & van Rijn-van Gelderen, 2019; Atzaba-Poria & Pike, 2015).

The impact of parental practices on self esteem

Children in secure supportive parent–child relationships are more likely to perceive themselves positively compared to children in insecure or unsupportive relationships (Thompson 2016). Empirical evidence supports this as higher levels of parental support predict higher levels of self-esteem (Bastaits, Ponnet & Mortelmans, 2012); further parental affection is highly associated with an adolescent's self-worth (McAdams et al., 2017). Family background is therefore an important conditioning factor in determining children's psychological development, primarily through parental involvement in child rearing and maintaining a good parent–child relationship (Mistry, Vandewater, Houston & McLoyd, 2002; Solantaus, Leinonen & Punamaki, 2004). The reverse is also true; disruptive family settings not only impair socio-economic status but also self-esteem (Grougiou & Moschis,

2015) highlighting the importance of parent child relationships, while also noting how disrupted relationships impact a child's cognitions of themselves in childhood and later years.

Family structure and self esteem

A significant amount of attention has been drawn to the relation between family structure and self-esteem by scholars and researchers (Causey, Livingston & High, 2015). Environmental influences on family context are a major contributor to the formation of children's self-esteem (Elfhag, Tynelius & Rasmussen, 2010). In this regard Suku et al., 2019 draw attention to the importance of family centred care and the home's environment. Findings from behavioural genetic studies have revealed that both genetic and environmental factors account for variances in self-esteem, although the influence of environmental factors is slightly larger than the influence of genes (Neiss et al., 2005).

Children in single parent families showed lower levels of self-esteem compared to children living in all other living arrangements (Turunen, Fransson & Bergström, 2017) especially in divorced families throughout adolescence (Goodman & Pickens, 2001; Yang & Liang, 2008). The family environment significantly predicted self-esteem as children grew up, with effects becoming smaller with age although still present at 27 years old (Orth, 2018). Adolescents in adverse family backgrounds often display lower levels of happiness and life satisfaction, however may develop a higher self-esteem, stronger purpose in life and hopes for the future as the experience of tougher life circumstances encouraged their independence and development of their own identity (Chui & Wong, 2017).

Another alternative view is proposed in research which argues that family structure does not predict self-esteem and that higher self-esteem is a determinant of high-quality parent child bonds (Mota & Matos, 2009). A supportive father was found beneficial to a child's self-esteem in across all family structures (Bastaits, Ponnet & Mortelmans, 2012) and cross-sectional data suggest that the absence of a father correlates to lower self-esteem among

children and adolescents (Luo, Wang & Gao, 2012). In conclusion, a father figure is not only considered advantageous for education purposes as previously discussed but is also critical to the development of a child's self-esteem.

The current study

In the last 25 years the relationship between family structure and academic achievement has been the subject of much research (Jeynes, 2000) however the focus has been primarily on children. Fewer studies have sought to examine how different family structures may impact adolescents or young adults (Lin, Washington-Nortey, Hill & Serpell, 2019). Age groups of interest have ranged from birth to 12 years and from 13 to 17 years, coinciding with the end of secondary schooling. A research gap is evident in the investigation of further education opportunities pursued by these children when they transition into third level educational and or vocational settings.

The classification of a young adult's age range has differed slightly across previous research. Cassidy, Wright & Noon, 2014 refer to young adulthood as between the ages of 18-21, whereas 18-23 years of age is preferred by Barrett & Turner, 2006 and between 18-25 years by Forsythe, 2017. The age range for young adults in this study is identified as 18-25, an age bracket which allows for a broad 7-year range which is a representative and generalizable sample of young adults within society. Which is also consistent with previous Irish research from The My World Survey 2 Post-Second Level (Dooley, O'Connor, Fitzgerald & O'Reilly, 2019).

There is a growing recognition in society of the importance of families and communities influence on youth development, knowledge, and skills (Israel, Beaulieu & Hartless, 2001). In the most recent Irish Census, the total number of one parent families stood at 218,817 (25.4%), an increase of over 3,500 families since 2011 (Central Statistics Office, 2016). Explaining why researchers and policymakers are concerned if children in these

homes are at an educational disadvantage (Hampden-Thompson & Pong, 2005). There are many types of family disruption which negatively impact children, in particular parental separation which significantly effects young children (Garriga & Pennoni, 2020). The persistence of these effects into young adulthood is an area that needs greater research to determine future educational outcomes.

Understanding the underlying processes influencing a college student's academic achievement is an important goal of educational research (Kovac, Cameron & Høigaard, 2016). Educational research has long established that familial expectations and behaviours play an important role in a student's transition to postsecondary education; parents not only assist with logistics such as applications and campus visits, they also help reinforce educational attitudes, values, and behaviours through parental practices (McCarron & Inkelas, 2006). The lack of empirical evidence warrants an investigation of the role of family in the graduate school decision-making process (McCallum, 2016) as the nature of familial investments will vary for each student according to their family background (Shapiro, 2018) and socio-economic status.

A student's socio-economic status is the strongest predictor of their years of educational enrolment as socio economic status highly correlates with test scores and has the largest effect on educational attainment (Entwisle, Alexander & Olson, 2005). Further, measures of quality of life relate to levels of academic achievement (Sheikh, Abelsen & Olsen, 2017). The academic achievement of students from families of low socio-economic status tends to be below their more socially advantaged peers (Sandoval-Hernández & Białowolski, 2016) hence a lower socio-economic status associates to lower levels of education. One plausible explanation for this rests in the nature of parental engagement, high socio-economic status parents often provide more resources, educational support materials and study spaces at home to encourage an effective learning environment for studying

culminating in higher academic performance (Fan, 2012). The literature both internationally and in the Irish context fails to substantiate the impact of subjective social status on a young person's progression to third level education.

While self-esteem development across adulthood is an area of considerable interest, not much is known about factors that shape self-esteem and its development (von Soest, Wagner, Hansen & Gerstorf, 2018). As established in the introduction it is generally accepted that family environment influences the development of a child's self-esteem in the early years, however there is a lack of clarity in the literature on what the specific early environmental determinants are which influence the long-term development of children's self-esteem. Further understanding is needed of the factors that shape the development of individual differences in self-esteem (Orth, 2018), since self-esteem difficulties which are common in adolescence have a potential for concerning impact on outcomes in young adulthood (Arsandaux, Galéra & Salamon, 2020).

Therefore, the current study seeks to provide a greater understanding in the Irish context of how a young adult's family structure and subjective social status may impact not only their academic achievement but also their self-esteem. This aim yields the following research questions and hypotheses:

Research question 1: Is there an impact of subjective social status on academic achievement? The first hypothesis states there will be an impact of subjective social status on academic achievement.

Research question 2: Is there an impact of subjective social status on self-esteem? The second hypothesis states there will be an impact of subjective social status on self-esteem.

Research question 3: Is there a difference between groups of participants who grew up in a one parent household versus a two-parent household on outcomes of academic achievement and self-esteem? The third hypothesis states there will be a difference between

participants who grew up in a one parent household versus a two-parent household on

outcomes of academic achievement and self-esteem.

Methods

Participants

The research sample of the current study consisted of 165 Irish young adults (Males: n= 46; Females: n= 118; Nonbinary: n= 1). This sample size exceeds the result produced by the G*power Statistical Power Analyses, as it was used to determine an appropriate sample size for a statistically powerful analysis. Participants were recruited through convenience sampling as a link to the questionnaire was uploaded to the researchers Facebook and Instagram social media accounts. There were no incentives given to participants throughout the recruitment process. The age range for young adults in this study ranged from 18 to 25 years, with a mean age of 20.53 years (SD= 1.51). Other demographic information was collected from participants such as family structure and levels of academic achievement. Family structure was defined by either growing up in a one or two parent household for majority of the participants childhood and teenage years, 123 participants grew up in a two-parent family (74.5%) and 42 participants grew up in a one parent family (45.5%).

Measures

The study questionnaire included demographic questions and two distinct scales using Google Forms. The demographic questions asked participants to indicate their age (between the ages of 18 to 25 which they have previously consented to), gender (male, female, other), their family structure for the majority of their childhood and teenage years (one parent family or a two parent family), levels of academic achievement (leaving certificate points), if they have attended third level education (yes or no) and to which level (under graduate or postgraduate).

The MacArthur Scale of Subjective Social Status

The MacArthur Scale of Subjective Social Status (Adler, Epel, Castellazzo & Ickovics, 2000) is a single-item measure that assesses an individual's perceived rank in their

community. As a widely used worldwide scale it is a valid measure of social inequality (Miyakawa, Magnusson, Hanson, Theorell & Westerlund, 2011). By pictorial format, the scale presents a numbered stepladder with 10 rungs from 1 being the lowest to 10 being the highest as seen in appendix I. It encourages participants to think of the ladder as showing where people stand in their community. The top of the ladder represents people who are the best off in their community for example, by having the most money, the highest level of education, the most respected jobs whereas the bottom of the ladder symbolises people who are worse off by having less money, and no jobs etc. Scoring can be calculated by looking at where the participant places themselves on the ladder as each level corresponds with a number from 1 to 10. The psychometric properties of this scale indicate clear convergent and discriminant validity (Cundiff, Smith, Uchino & Berg, 2013).

The Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965) is a 10-item scale that assess levels of self-esteem by measuring both the positive and negative feelings participants have towards themselves. Items include “I feel that I have a number of good qualities,” “On the whole I am satisfied with myself,” “I feel I do not have much to be proud of,” and “I certainly feel useless at times”. It is a psychometrically sound tool to assess global self-esteem in adolescence and young adulthood (Rizwan et al., 2012). Participants rate their response for each item on a four-point Likert scale ranging from 1 “strongly agree” to 4 “strongly disagree” which can be seen in appendix II. Likert rating scales are the most widely used tools in psychological research (Xu & Leung, 2018). The scoring for this scale ranges from zero being the lowest score to thirty being the highest score. Scores between 15 and 25 are within normal range, scores below 15 suggest low self-esteem as higher scoring indicate higher levels of self-esteem. Reverse scoring for this scale does apply and can also be seen in appendix II. In terms of the psychometric properties, findings have suggested that this scale

has good internal consistency (Eklund, Bäckström & Hansson, 2018). The reliability of this scale is estimated using a Cronbach's alpha of 0.69 (Mohammadi, 2004). For the current study the Cronbach's alpha is .87 which indicates a high level of internal consistency.

Design

The present study used a quantitative approach with a cross sectional research design as survey research was used to collect the data. All data was collected from a single point in time as participants completed the survey once. There was no manipulation when investigating the relationship between variables. For the first and second hypotheses a correlational within subject's design was used, the predictor variable (PV) was subjective social status. The criterion variable (CV) for the first hypothesis was academic achievement and for the second hypothesis was self-esteem. The third hypothesis is a between subject's design. The independent variable (IV) was number of parents in the household and there are two dependent variables (DV) academic achievement and self-esteem.

Procedure

Data was collected through an anonymous online questionnaire created by Google Forms. This self-report questionnaire was uploaded by a link to the researchers Facebook and Instagram social media accounts. The researcher invited anyone who wished to take part in the study to click the link and provided a brief description of the study and the eligibility criteria. On opening the link participants were provided with a study information sheet as seen in appendix III. This clearly outlined all details of the current study by explaining what the study entails and will investigate, from first point of learning about the study to the study's completion. Any risks or benefits were included along with an estimated time frame of 5-10 minutes. Participants were also provided with a study consent form as seen in appendix IV. As all participation was voluntary, participants were informed of their rights to withdraw from the study at any point before submitting their results, without penalty, since

once the results were submitted, the data would become anonymous and thereby not be identifiable for removal. Informed consent was obtained from each participant before they began the questionnaire. All participants confirmed they were between the ages of 18-25, that they had read the information regarding the nature of the study and wished to take part.

Participants were required to enter demographic information such as age, gender, and family structure (see appendix V). This was followed by MacArthur Scale of Subjective Social Status (see appendix I), questions regarding academic achievement (see appendix VI) and The Rosenberg Self-Esteem Scale (see appendix II). The last page of the questionnaire contained a Debriefing Sheet which thanked individuals for their participation, (see appendix VII). This also informed participants of helpline numbers if any participant felt psychologically triggered by the material presented. Contact details of the researcher and assigned supervisor if any participant had further questions or concerns.

Results

Descriptive statistics

The current data is taken from a sample of 165 participants (n=165). This consisted of 71.5% females (n=118) and 27.9% males (n=46). A large proportion of the sample 74.5% (n= 123) grew up in a two-parent family whereas 25.5% (n= 42) of participants grew up in a one parent family. In their leaving certificate 6.1% (n=10) of participants received 0-150 points, 24.8% (n=41) received 151-300 points, 46.1% (n=76) received 301-450 points and 23% (n=38) received 451-600 points. Third level education was attended by 85.5% (n=131) of participants while 14.5% (n=24) of participants did not progress to third level education. From those who attended third level education 87.7% (n=121) was at undergraduate level while 12.3% (n=17) progressed to postgraduate level. Descriptive statistics for subjective social status, self-esteem, and age can be seen below in table 1.

Table 1

Descriptive statistics for subjective social status, self-esteem, and age.

Variable	*M* [95% CI]	*SD*	Range	Minimum	Maximum
Subjective social status	6.05{5.77, 6.33}	1.8	8	2	10
Self esteem	23.47{22.46, 24.49}	6.6	30	10	40
Age	20.53 {20.30, 20.77}	1.6	7	18	25

Inferential statistics

A multinominal logistic regression was performed to determine the impact of subjective social status on leaving certificate points (0-150, 151-300, 301-450, 451-600). The model was not statistically significant, χ 2 (24, N = 165) = 30.37, p = .173.

A binomial logistic regression was performed to ascertain the impact of subjective social status on third level education progression. Linearity of the continuous variable with respect to the logit of the dependent variable was assessed via the Box-Tidwell (1962) procedure. A Bonferroni correction was applied using all two terms in the model resulting in statistical significance being accepted when p < .025 (Tabachnick & Fidell, 2014). Based on this assessment, the continuous independent variable was found to be linearly related to the logit of the dependent variable. There were four standardized residuals with a value of 2.755, 2.585, 2.585 and 2.669 standard deviations, which were kept in the analysis. The logistic regression model was not statistically significant, $\chi 2(1) = .275$, p =.600.

A binomial logistic regression was performed to ascertain the impact of subjective social status on level of college progression. Linearity of the continuous variable with respect to the logit of the dependent variable was assessed via the Box-Tidwell (1962) procedure. A Bonferroni correction was applied using all two terms in the model resulting in statistical significance being accepted when p < .017 (Tabachnick & Fidell, 2014). Based on this assessment, the continuous independent variable was found to be linearly related to the logit of the dependent variable. The logistic regression model was not statistically significant, $\chi 2(1) = .08$, p =.779.

A linear regression was run to understand the impact of subjective social status on levels of self-esteem. To assess linearity a scatterplot of subjective social status against levels of self-esteem with superimposed regression line was plotted. Visual inspection of this scatterplot indicated a linear relationship between the variables (see appendix VIII). There

was homoscedasticity and normality of the residuals. The independence of residuals was assessed by a Durbin-Watson statistic of 1.845. Residuals were normally distributed as assessed by visual inspection of a normal probability plot (see appendix IX). Visual inspection was also used to assess homoscedasticity using the plot of standardized residuals versus standardized predicted values (see appendix X).

Subjective social status significantly predicted levels of self-esteem, $F(1, 163) = 19.56$, $p < .0005$, accounting for 10.7% of the variation in self-esteem levels with adjusted $R2 = 10.2\%$, a small size effect according to Cohen (1988). The final predictive model was levels of self-esteem = 30.65 + (-.1.19* subjective social status).

Preliminary analyses were performed to ensure no violation of the assumptions of normality; leaving certificate points was non normally distributed. Therefore, a non-parametric Mann Whitney U Test was computed instead of independent samples t-test. A Mann Whitney U Test was conducted to compare leaving certificate points between one and two parent families. There was no significant difference in the leaving certificate points of young adults from one parent families (Md = 3, n = 42) and two parent families (Md = 3, n =123), U = 2896.5, z = 1.25, p = .210.

A chi square test of independence (with Yates Continuity Correction) was conducted to determine third level education progression and to which level in young adults from one and two parent families. A Fisher's Exact Test was carried out due to one cell having an expected count below 5 (4.3). There was no statistically significant association between third level education progression and family type, $\chi2(1, n= 165) = .50$, $p =.373$, phi= .09. There was also no statistically significant association between college level and family type, $\chi2(1, n= 165) = .04$, $p =.843$, phi= .04.

An independent samples t-test was conducted to analyse the differences between one and two parent families on the outcome of self-esteem. There was no significant difference in

young adult's self-esteem levels from one parent families (M = 23.64, SD = 6.35) and two

parent families (M = 23.42, SD = 6.71), t (163) = .186, p = .853.

Discussion

In the current study, the association between family structure, subjective social status, academic achievements, and self-esteem was explored. This study sought to provide a greater understanding of how family structural differences, namely living in a one or two parent family and a young adult's subjective social status might impact their academic achievements (Leaving Certificate points, third level education progression and level) and self-esteem. Through this research, three hypotheses were formulated to address the aims of this study.

Subjective social status and academic achievement

The first hypothesis stated that there will be an impact of subjective social status on academic achievement. This was explored using a multinomial logistic regression for leaving certificate points and a binominal logistic regression for third level education progression and to which level. The measurement in this study of school academic achievement is defined by participants leaving certificate points. To allow comparison with other studies not in an Irish context, this is deemed equivalent to a student's exam results at the point of transition to third level education. The hypothesis is rejected as each of the models were non-significant.

This finding is inconsistent with past research in United States where higher levels of education among 18 to 25-year olds have been reported to correlate with higher ratings of subjective social status (Finch, Ramo, Delucchi, Liu & Prochaska, 2013). Higher levels of educational attainment have also previously associated to higher scores on the MacArthur Scale of Subjective Social Status; the second largest effect corresponding to high school grade point average, thus high school performance was still found to influence subjective social status in early adulthood (Nielsen, Roos & Combs, 2015).

Results for a United Kingdom based study by Stumm et al., 2020 indicate that, at the end of compulsory schooling socio economic status predicted 14% and 23% of the variance of educational achievement, with 77% of high socio-economic students attending university,

compared to a 21% attendance rate of low socio-economic students. A composite measure of socio-economic status was calculated using the mean of the standardized scores for mothers' and fathers' educational level, occupational status, and mothers age at birth of the first child.

In Australia high socio-economic status students were three times more likely to attend university than students with a lower socio-economic status (Bradley, Noonan, Nugent & Scales, 2008). The findings of this study indicate that the proportion of low socio-economic status students attending university is nowhere near their proportion within the population, measured at 25%. Socio-economic status was determined using a postcode methodology. The paucity of information on subjective social status is stark.

Subjective social status and level of secondary postgraduate attainment

On the subject of level of postgraduate attainment, the odds of a student enrolling in either a two or a four-year college program compared to graduating high school was significantly higher for students in America with a higher socio-economic status, implying that socio economic status heavily forecasts a 22-year olds educational attainment (Entwisle, Alexander & Olson, 2005), higher socio-economic status being considered advantageous in attending a four-year college program rather than a two-year program. Socio socio-economic status was measured by the average of both parent's education, occupational status, location of the school they attended and participation in a federal meal subsidy program. Overall, the literature confirms that higher socio-economic status students typically outperform students with a lower socio-economic status (Fan, 2012); 77.6% of low socio-economic status students attained less than a bachelor's degree (McCarron & Inkelas, 2006).

Social class structure and third level access

Wakeling, 2005 reports a strong relationship between academic progression and social class background; each rung of the social class ladder strongly correlated with educational qualifications as higher social class students were three times more likely to

progress to a research degree than those from a lower social class. Social class inequalities continued at postgraduate level as progression was heavily influenced by having attended a prestigious institution for one's first degree. Such education inequalities have been counteracted in the Irish context at primary school level. Students no longer have to transfer from a direct primary school to a feeder secondary school (Smyth, 2020) indicating that there is a very active choice of secondary schools for children from all socio-economic status backgrounds, with half of the cohort identified in this study not attending their nearest or most accessible school (Smyth, McCoy & Darmody, 2004). This highlights the existence of equal education opportunities across Irish society which may have implications for the research participants view of subjective social status in this study.

Subjective social status and self esteem

The second hypothesis stated there will be an impact of subjective social status on self-esteem. This was explored using a linear regression analysis which found that subjective social status significantly predicts levels of self-esteem. The current hypothesis is therefore accepted, and this finding proves consistent with previous socio-economic status research across several countries.

Twenge & Campbell, 2002 conducted meta analytic research in the United States across 446 samples and discovered a statistically significant positive relationship between socio economic status and self-esteem with the link significantly increasing in young adulthood. There is also support from Chinese research in a sample of 17–23-year olds where a lower socio-economic status was seen to correlate with lower levels of self-esteem (Cheng, Zhang & Ding, 2015; Chen et al., 2016). Similar findings were also recorded in Slovakia (Veselska et al., 2010), Africa (Gasa, Pitsoane, Molepo & Lethole, 2019) and the United States (Haney, 2007). Reports from Hong Kong indicate that those with a higher socio-economic status reported greater levels of self-esteem (Zhang & Postiglione, 2001). The

stability of these findings cross culturally may be influenced by nature and content of the Rosenberg Self-Esteem Scale, as the 10 items on this scale translate reasonably well between cultures with only a few modifications (Mruk & Skelly, 2017). Chen et al., 2016 offer another explanation, namely that if we think others see us as part of the lower social class, we are therefore likely to see ourselves that way and experience lower self-esteem as a result. However, the objective measures used to evaluate socio-economic status in the above literature serves as a limitation for comparison with the present study. This limitation will be further discussed.

Family structure, academic achievement, and self-esteem

The third hypothesis stated that there will be a difference between participants who grew up in a one parent household versus a two-parent household on outcomes of academic achievement and self-esteem. Results from the Mann Whitney U Test showed that there was no significant difference in the leaving certificate points of young adults from one parent families and two parent families. The chi square test of independence showed that there was also no statistically significant association between third level education progression and family type and no statistically significant association between college level and family type. The independent samples t-test also showed that there was no significant difference in a young adult's self-esteem from one parent family or a two-parent family. This hypothesis is therefore rejected as each of the models was non-significant.

Findings in this study are inconsistent with previous research. In Finland growing up in a one parent family was seen to corelate with a lower school performance throughout secondary schooling; children in such contexts were more likely to remain at a basic education level when compared two parent family students, as parental divorce significantly increased the risk of educational under-achievement in early adulthood (Riala, Isohanni, Jokelainen, Jones & Isohanni, 2003). The impact of parental divorce varies internationally as

do the factors involved. Higher detrimental effects are noted in Finland as father's pay the lowest rates of child support (Hakovirta, Meyer & Skinner, 2019) with obvious implications for education funding. American research with a large sample of 13,231 students from 7th to 12th grade across 80 different high schools also found that students residing in single parent families had lower grade point averages and vocabulary scores compared to their two-biological-parent counterparts (Manning & Lamb, 2003). A large-scale study across 14 European countries also supported these findings as science and mathematical test scores were significantly lower in single parent families (Hampden-Thompson & Pong, 2005). In Ireland the effect of single parent family structure on student's performance in science was less than in the United Kingdom however Ireland did not differ from the United Kingdom on mathematical scores. The variability in international research outcomes suggests that there may be existing country level characteristics which determine outcomes.

Outcomes from the literature continue to dispute the relationship between family structure and self-esteem however the present study is in support of previous findings that growing up in a single parent family is not singularly responsible for a young person's self-esteem.

The present study is in support of previous findings that growing up in a one or a two-parent household does not impact self-esteem levels. This also mirrors the outcome of research in Canada and the United Kingdom where adolescents living in single parent families were not more likely to develop a lower self-esteem than those living with both biological parents (Fagg, Curtis, Cummins, Stansfeld & Quesnel-Vallée, 2013). Australian research considered family income, social support structures, interparental conflict and parental coping mechanisms to be stronger correlates of self-esteem than family structure (Pike, 2003). In a large sample of Mexican family's self-esteem was predicted by positive family values and several family environment variables such as parental warmth, parental

monitoring, the presence of father (Krauss, Orth & Robins, 2020) and family support (Wu et al., 2015). While previous Irish findings concluded that ratings of self-worth at age 17 significantly corelated to perceptions of family support (Whyte, 2000). These factors were not part of this research discovery.

Factors contributing to education research outcomes in an Irish context

In recent years the demography of the family in Ireland has undergone structural transformations and single-parent families are now a common feature of our social landscape (Nixon, Greene & Hogan, 2006). Although statistically the nuclear family remains the highest type of family unit in Ireland (Millar, Coen, Bradley & Rau, 2012) as there are approximately 218,817 single-parent family households in Ireland (Central Statistics Office, 2016). Inconsistencies in family structure research on education can therefore be explained by there being lower rates of single parent families in Ireland compared to other countries, for example in the United States there are approximately 12 million one parent headed families (Richard & Lee, 2019).

Discrepancies may also arise from a greater variation among Irish schools in the proportion of students applying to higher education. These differences may reflect academic expectations at the school level and the amount of time devoted to career guidance (Smyth & Hannan, 2006) perhaps lacking in other countries. School expectations play an important role for educational development as higher expectations encourage young people to reach their full potential in further education, highlighting the need to continue promoting equality of educational opportunities at all educational levels (McCoy, Maître, Watson & Banks, 2016). Perhaps for participants in this study the factor influencing their education outcomes is more to do with equal access afforded by society and less to do with family circumstances.

In Ireland 95% of young people who complete upper secondary education are eligible for tertiary education at a degree level (Smyth, 2009). Participation in tertiary education has

expanded rapidly in recent years, with over half of the cohort now transitioning to college (O'Connell, Clancy & McCoy, 2006). Higher rates of encouragement for students to progress to third level education by the Irish government, teachers and parents may account for the increased range of equal education opportunities in Ireland compared to other countries. The educational expectations of Irish parents are also high with higher education now the dominant pathway among school leavers and thus seen as the cultural norm (Smyth, 2020).

The Irish Government has shown commitment to supporting research and development to build a knowledge-based economy (Forfás, 2004) placing research and higher education at the core of the Irish economic policy (DJEI, 2006). Financial support schemes such as the Back to Education Allowance and the SUSI Grant are also available for low socio-economic students to help fund their further education. These financial resources along with the HEAR and DARE schemes promote equal opportunities across Irish society offering reduced points places to applicants via these schemes since the scheme's inauguration (Padden & Tonge, 2018).

Overall, findings contribute to previous literature as differences have been identified cross culturally. This indicates that country-level characteristics influence how strong family structure and subjective social status impact one's academic achievements and self-esteem. As subjective social status significantly impacted a young adult's self-esteem this supported previous Irish research in younger children and research from other countries. These results contributed to the existing Irish literature as the age range extended from a sample of 13 to 17-year olds (O'Farrell, Flanagan, Bedford, James & Howell, 2005) to 18-25-year olds.

Strengths and limitations

There are several limitations of the current study. Firstly, academic achievement was only measured by leaving certificate points, if the participant had attended third level education or not and to which level either undergraduate or postgraduate. Participants did not

have the option to select leaving certificate applied (LCA) which is an alternative leaving certificate programme in Ireland awarded by a pass, merit, or distinction. For third level education the options were also limited. There are many other further education (FE) courses participants may have completed such as post leaving certificate (PLC) courses which award Level 5 or 6 qualifications, or SOLAS further education and training programmes which provide apprenticeships, traineeships, and eCollege. By only offering participants selection of undergraduate and postgraduate options in the questionnaire process, this may have limited or disregarded participant's further education pursuits, if not conducted in a university context.

Secondly, throughout the literature there is an international lack of research on subjective social status impacting outcomes such as academic achievement and self-esteem. Much of the research focuses on the objective measures of socio- economic status. In this study the subjective social status conclusions are therefore undermined as most comparisons have been drawn to socio-economic status research, due to the lack of existing literature. Future studies may consider including subjective social status measures.

Thirdly, the gender ratio in the current sample was uneven as 71.5% of participants were female and 27.9% were males. This disproportionate sampling is possibly due to methodology arising from convenience sampling, since participants were recruited from the researcher's social media accounts. Further implications may arise for outcomes of self-esteem. Future research should recruit participants from various sources to ensure a representative sample of diverse society.

Strengths of the current study include a highly uneven family structure ratio as 74.5% of the sample grew up in a two-parent family whereas only 25.5% grew up in a one parent family. This is a true representative of Irelands current family structure. Another strength was the use of the Rosenberg Self-Esteem Scale to assess self-esteem. For the current sample this scale demonstrated a high Cronbach's alpha level and internal consistency. By conducting

this research in an Irish context and measuring academic achievement by Leaving Certificate points this study also targeted this country's specific education outcomes instead of relying on findings from different countries. Factors can therefore be identified at a country specific level which may impact the education of the Irish population. The age sample within this study is also another strength as previous Irish research has been limited to measurements of primary school education (Thornton, Darmody & McCoy, 2013; Looney, 2006; Kavanagh, 2019) and children's self-esteem (Houghton, Cowley, Meehan & Kelleher, 2006; Gabhainn & Mullan, 2003).

Implications

Findings obtained within the current study have important practical implications. The importance of examining the impact of family structure and subjective social status on academic achievement is demonstrated at a country specific level as differences are seen across the globe. With continued support from the Irish government, policy makers, teachers, and guidance counsellor's there are equal education progression opportunities throughout Irish society. However other countries may benefit from Ireland's approach towards education as in Australia there has been no improvement in the participation of low socio economic-status students in higher education since 1991 (O'Connor & Moodie, 2008). Over the past two decades the United Kingdom and Australian governments have been unsuccessful to improve the participation of low socio-economic status students in higher education (Priest, 2009).

The determinants of subjective social status for young people in an Irish context is an area that needs future research as their points of comparison need to be discovered. The impact of subjective social status on self-esteem also needs stronger recognition at a societal level. Parents explicitly need to be made conscious of this so they can boost their children's self-esteem from a young age. Self-esteem practices should be implemented throughout

schools, communities, and youth centres across the wider society. Emphasising activities such as self-esteem workshops, listening to motivational speeches and reading self-help books allow equal opportunities for all.

The current sample also consisted mainly of females which may have implications on self-esteem levels as in Ireland females reported significantly lower levels of self-esteem than males (Dooley, O'Connor, Fitzgerald & O'Reilly, 2019). However, across society young adults in the My World Study 2 in 2019 displayed significantly lower levels of self-esteem than young adults in My World Study 1 in 2012 implying overall there are significant decreases across society.

Conclusion

Overall, this study expands the current understanding of the impact of family structure and subjective social status on a young adult's academic achievements and self-esteem within an Irish context. Subjective social status did not significantly impact academic achievement therefore inferring there are equal education opportunities across Irish society. This is inconsistent with other countries however there are existing country level characteristics. Family structure also did not significantly impact outcomes of academic achievement and self-esteem. These impacts were found to vary through international research possibly due divorce rates among countries and lower rates of single parent families in Ireland. Regarding self-esteem other factors were deemed higher correlates than family structure which can be seen throughout the literature. Consistent with previous research subjective social status significantly impacted self-esteem within this sample. However future studies may consider implementing this measurement of subjective social status rather than objective measurements as there is a scarcity within the literature.

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Appendices

Appendix I

The MacArthur Scale of Subjective Social Status

Think of this ladder as showing where people stand in their communities.

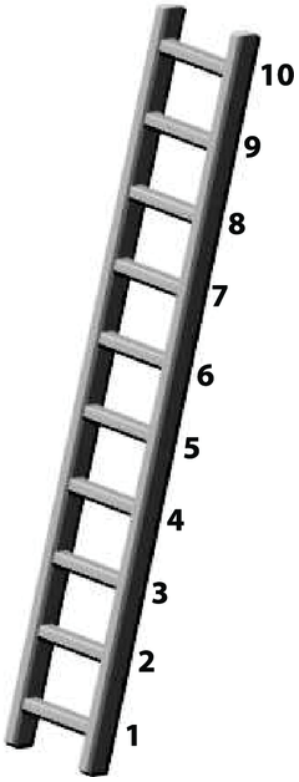
People define community in different ways. Please define it in whatever way is most meaningful to you.

At the top of the ladder are the people who have the highest standing in their community.

At the bottom are the people who have the lowest standing in their community.

Where would you place yourself on this ladder?

Place an **X** on the rung where you think you stand at this time of your life relative to other people in your community.



Appendix II

The Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself.

Please indicate how strongly you agree or disagree with each statement.

Please record the appropriate answer for each item, depending on whether you: Strongly agree, agree, disagree, or strongly disagree with it.

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

_____ 1. On the whole, I am satisfied with myself.

_____ 2. At times I think I am no good at all.

_____ 3. I feel that I have a number of good qualities.

_____ 4. I am able to do things as well as most other people.

_____ 5. I feel 1do not have much to be proud of.

_____ 6. I certainly feel useless at times.

_____ 7. I feel that I'm a person of worth.

_____ 8. I wish I could have more respect for myself.

_____ 9. All in all, I am inclined to think that I am a failure.

_____ 10. I take a positive attitude toward myself

Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Appendix III

Participant Information Sheet

You are being invited to take part in a research study. Before deciding whether to take part, please take the time to read this page, which explains why the research is being carried out and what it would involve for you. If you have any questions about the information provided, please do not hesitate to contact me using the details at the end of this document.

What is this study about?

I am a final year student in the BA in Psychology programme at National College of Ireland. As part of our degree we must carry out an independent research project. For my project, I aim to investigate whether family structure and subjective social status are associated with academic achievement and self-esteem. This research will investigate if an individual's subjective social status has impacted their academic achievements to date and their self-esteem. It will also look at if there will be a difference between participants who grew up in a one parent family or a two-parent family in terms of their academic achievement and self-esteem.

This project will be supervised by Dr Conor Nolan. If you have any further queries you are welcomed to contact him by email: Conor.Nolan@ncirl.ie

What will participating in this study involve?

If you decide to take part in this research, you will be asked to complete an online questionnaire. The topics in this questionnaire will include basic demographic questions, questions regarding participants highest level of education, their subjective social status and self-esteem. The questionnaire should not take 5 - 10 minutes.

Who is eligible to take part?

The sample this study is primarily focused on is young adults, this is the only inclusion criteria. Any willing volunteer in this population can take part, if their age lies

within the appropriate age range. The age range is from 18-25. All young adults who wish to participate are welcomed once clear consent is given. Children or any members of society who do not fit this age range will therefore be excluded. Justification for this research sample relates back to the research aims. There are significant gaps in the literature relating to young adults, family structure, subjective social status, academic achievement, and self-esteem.

Must I take part?

Participation in this study is completely on a voluntary basis. You do not have to take part and a decision not to will not affect you in any negative way. Although if you do wish to take part you are welcomed and appreciated. At any time while filling out the questionnaire participants can withdraw by simply exiting the browser without any consequence. However once results are submitted at the end of the questionnaire (by clicking the submit button) participants can no longer withdraw from the study. This is because the questionnaire is anonymous and individual responses cannot be identified. There will be no personal identifiable information on the questionnaire to distinguish participants data order therefore there is no way to remove it.

Will the participant be exposed to any risks or benefits?

There is a small risk that some of the questions contained within this questionnaire may cause minor distress for some participants. If you do experience this, you are free to exit the questionnaire and access any of the support lines provided. All contact information to these services are listed at the bottom of the questionnaire. There will be no direct benefits to you for taking part in this research. However, the information gathered by will contribute to research that helps us to understand if a young adult's subjective social status or family structure has impacted their academic achievement and self-esteem.

What will happen to my data and will it be confidential?

All data collected for this study will be treated in the strictest confidence. The questionnaire will be anonymous so it will not be possible to identify a participant based on their responses to the questionnaire. Data will be stored in a password protected file on the researcher's computer. Only the researcher and academic supervisor will have access to the data collected although it will be retained for 5 years in accordance with the NCI data retention policy. All data collected will only be used for the purpose of this study.

Where will the results of this study go?

The results of this study will be presented in the results section of my final dissertation, which will be submitted to National College of Ireland.

Further information?

Researcher – Cascia Kenny May, email: family.SES.education.selfesteem@gmail.com

Supervisor – Dr Conor Nolan, email: Conor.Nolan@ncirl.ie

Appendix IV

Study Consent Form

In agreeing to participate in this research I understand the following:

This research is being conducted by Cascia Kenny May, an undergraduate student at the School of Business, National College of Ireland.

The method proposed for this research project has been approved in principle by the Departmental Ethics Committee, which means that the Committee does not have concerns about the procedure itself as detailed by the student. It is, however, Cascia Kenny May's full responsibility to adhere to ethical guidelines in their dealings with participants and the collection and handling of data.

If I have any concerns about my participation, I understand that I may refuse to participate or withdraw at any stage before submitting my questionnaire.

I have been informed as to the general nature of the study and agree voluntarily to participate.

There are no known expected discomforts or risks associated with participation.

All data from the study will be treated confidentially. The data from all participants will be compiled, analysed, and submitted in a report to the Psychology Department in the School of Business. No participant's data will be identified by name at any stage of the data analysis as it is anonymous or in the final report from confidentiality reasons.

At the conclusion of my participation, any questions or concerns I have will be fully addressed.

I may withdraw from this study at any time before submitting results.

Required questions*

By clicking "I agree" you are consenting that you have read the above information regarding the nature of this study and that you wish to take part

□ I agree

Running head: FAMILY STRUCTURE AND SUBJECTIVE SOCIAL STATUS ON ACADEMIC ACHEIVMENT AND SELF-ESTEEM

By clicking I agree you are consenting to that you are over the age of 18 and under 25

□ I agree

Appendix V

Demographics

What age are you?

_____

What gender do you identify as?

□ Female

□ Male

□ Other

If you have previously selected "other" please specify what gender do you identity as?

_____

Which of the below options most closely describes your family structure for the majority of your childhood and teenage years?

□ one parent family

□ two parent family

Appendix VI

Levels of academic achievement

Please select your highest level of education to date

Leaving certificate points

□ 0-150

□ 151-300

□ 301-450

□ 451-600

Have you attended third level education?

□ yes

□ no

If you have previously answered yes to which level?

□ undergraduate

□ postgraduate

Appendix VII

Debriefing sheet

Please click the submit button below

Family structure and subjective social status: the effects on a young adult's academic achievement and self-esteem.

Thank you for participating in this study of the association between family structure, subjective social status, academic achievement, and self-esteem. The research aims to determine if a young adults family structure and subjective social status will affect their academic achievement and self-esteem. There are three research questions and hypotheses in this study. The first research question is will there be an impact of subjective social status on academic achievement. The first hypothesis states there will be an impact of subjective social status on academic achievement. The second research question is will there be an impact of subjective social status on self-esteem. The second hypothesis states there will be an impact of subjective social on self-esteem. The third research question is will there be a difference between groups of participants who grew up in a one parent household versus a two-parent household on outcomes of academic achievement and self-esteem. The third hypothesis states there will be a difference between participants who grew up in a one parent household versus a two-parent household on outcomes of academic achievement and self-esteem.

Thank you for taking part in this study, if there is any questions you would like to discuss or receive further information on do not hesitate to contact the main researcher conducting this study or the supervisor responsible at the National College of Ireland, contact details are listed below:

Cascia kenny may: 18437204@student.ncirl.ie

Dr Conor Nolan: Conor.Nolan@ncirl.ie

In the event you feel psychologically distressed after participating in this study it is encouraged to make use of the helplines and contact information listed below.

Helplines:

Samaritans 116123

One family: 01 6229212

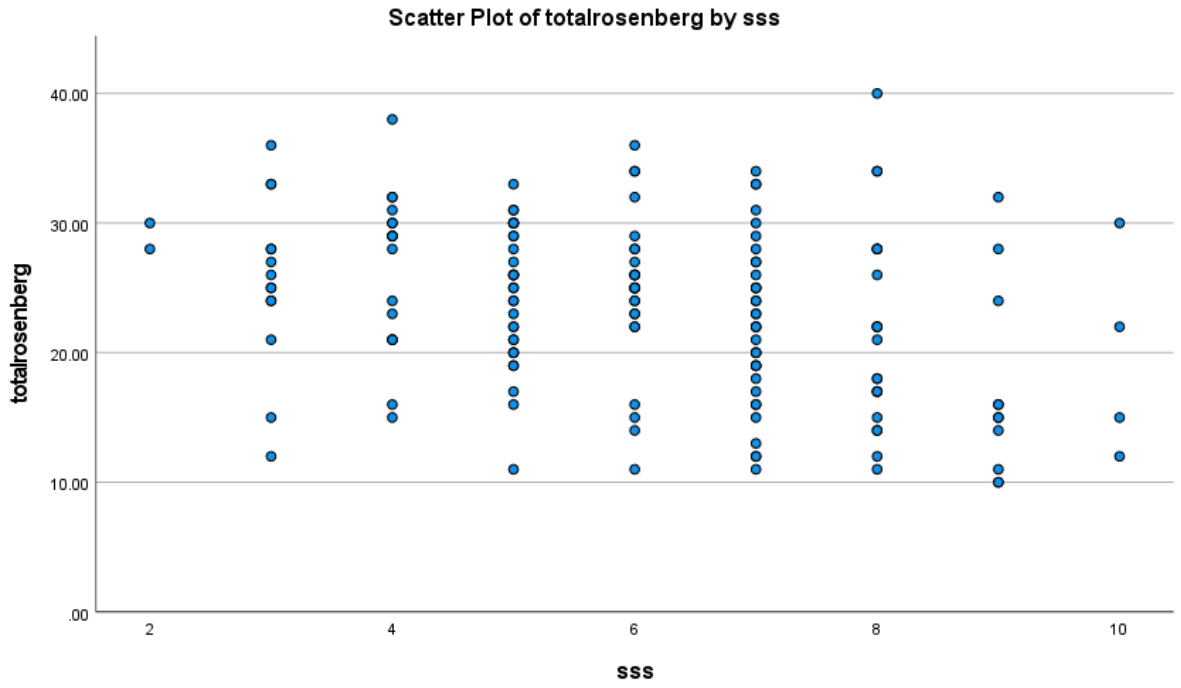
HSE national counselling service: 1800 670 700

Spun out text line, text TALK 0861800280

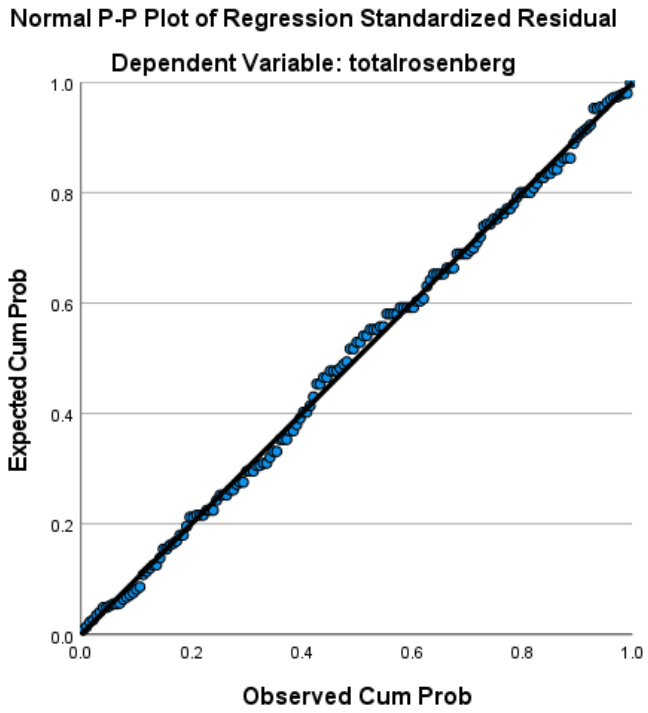
Helpguide.org

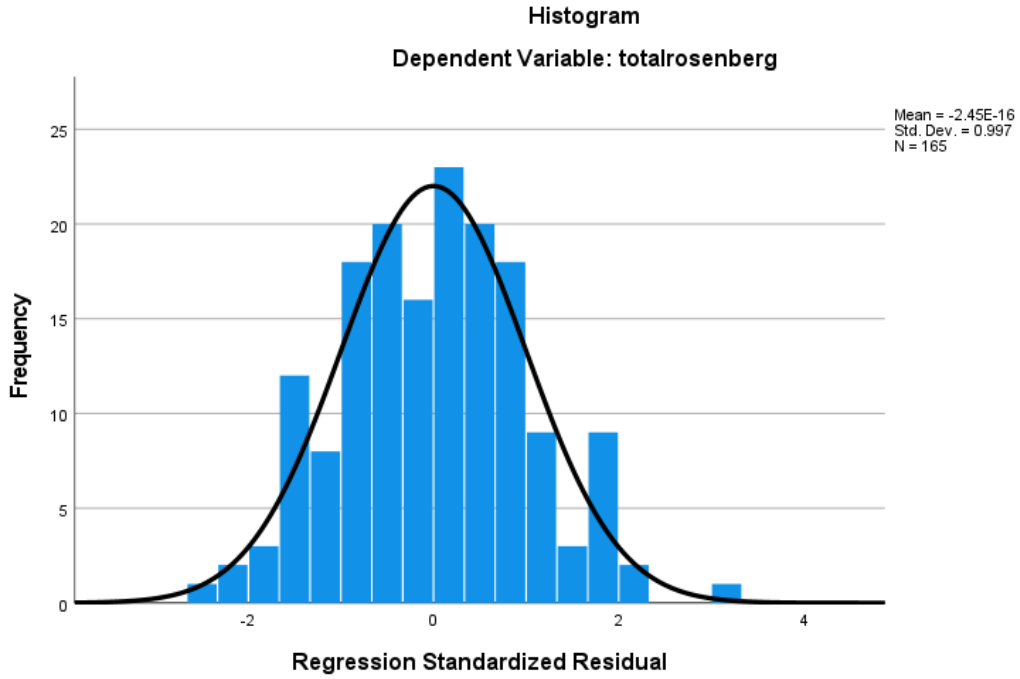
Thank you for your time

Appendix VIII

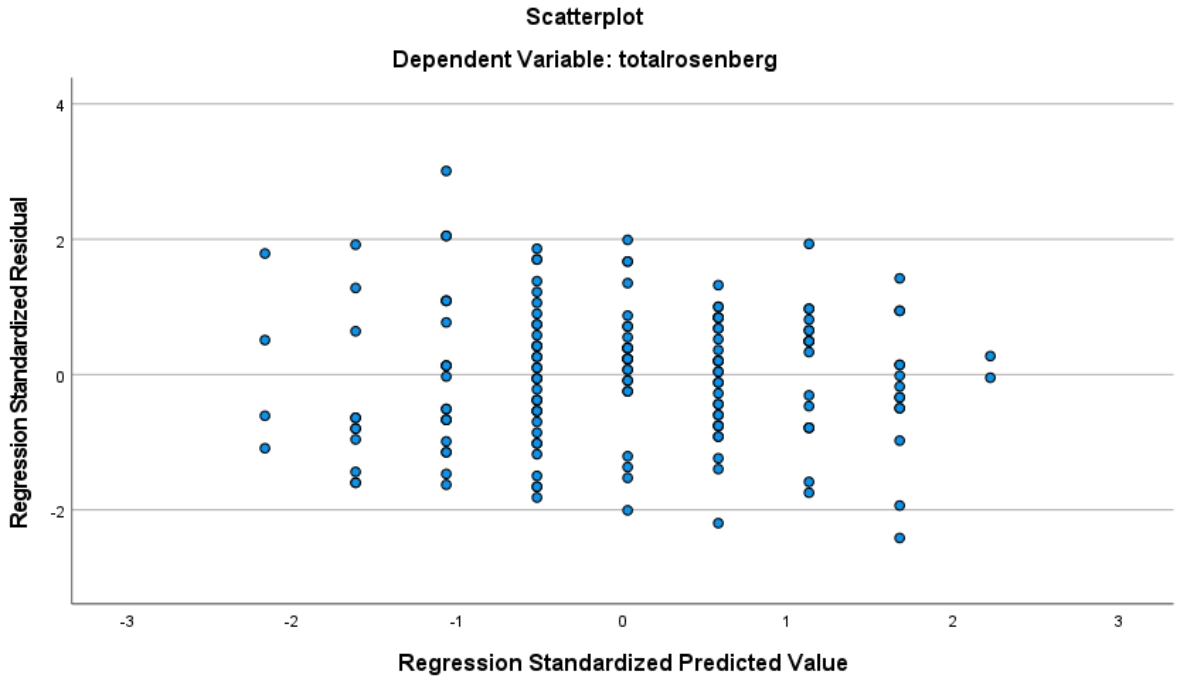


Appendix IX




Histogram
Dependent Variable: totalrosenberg
Mean = -2.45E-16
Std. Dev. = 0.997
N = 165
Frequency
25
20
15
10
5
0
-2
0
2
4
Regression Standardized Residual

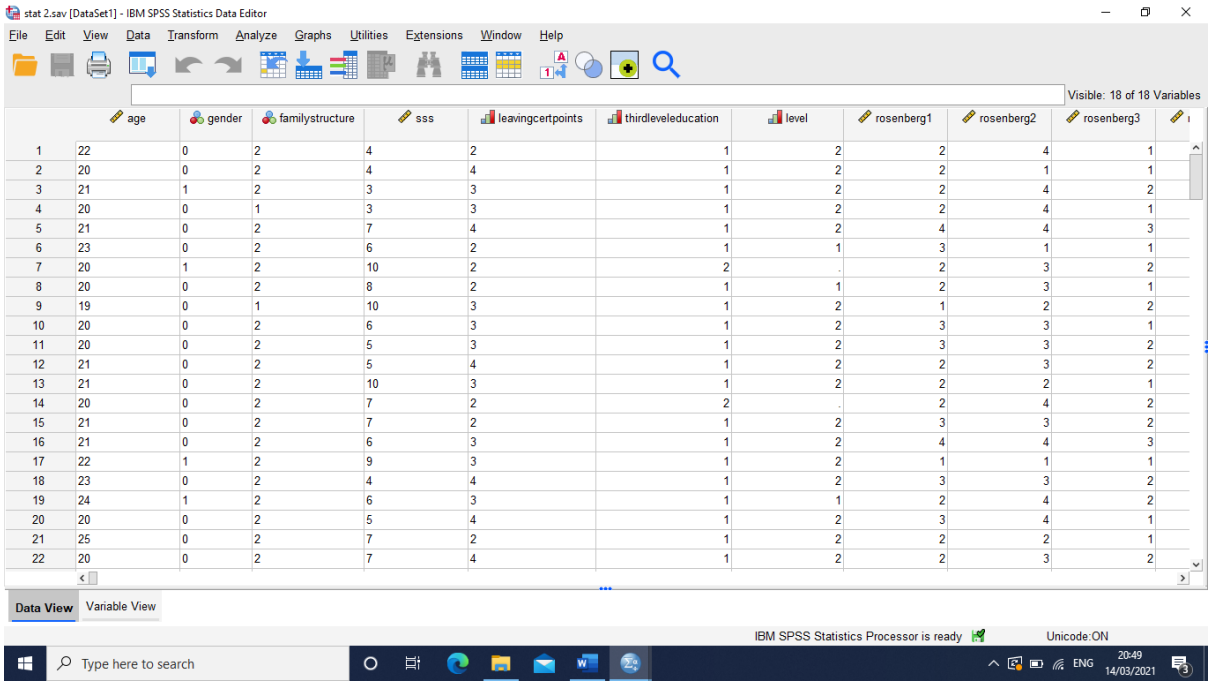
Appendix X


Scatterplot
Dependent Variable: totalrosenberg
Regression Standardized Residual
4
2
0
-2
-3
-2
-1
0
1
2
3
Regression Standardized Predicted Value

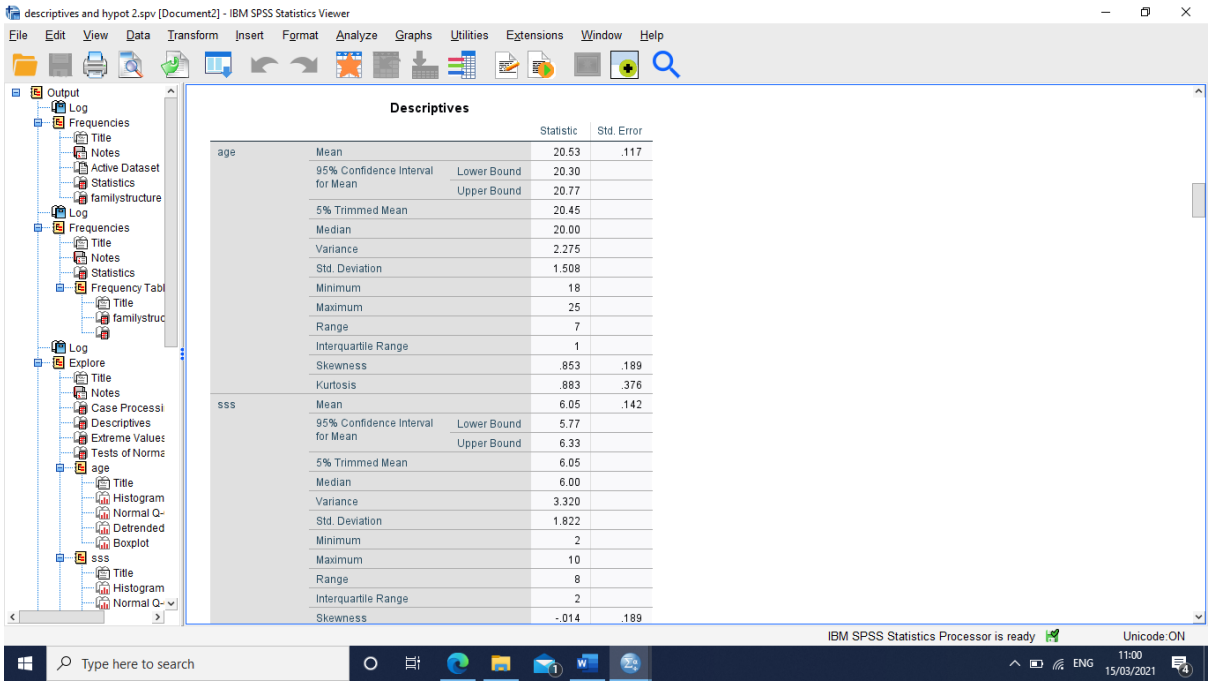
Running head: FAMILY STRUCTURE AND SUBJECTIVE SOCIAL STATUS ON ACADEMIC ACHEIVMENT AND SELF-ESTEEM

Appendix XI

Evidence of data file and SPSS output.



	age	gender	familystructure	sss	leavingcertpoints	thirdleveleducation	level	rosenberg1	rosenberg2	rosenberg3
1	22	0	2	4	2	1	2	2	4	1
2	20	0	2	4	4	1	2	2	1	1
3	21	1	2	3	3	1	2	2	4	2
4	20	0	1	3	3	1	2	2	4	1
5	21	0	2	7	4	1	2	4	4	3
6	23	0	2	6	2	1	1	3	1	1
7	20	1	2	10	2	2	.	2	3	2
8	20	0	2	8	2	1	1	2	3	1
9	19	0	1	10	3	1	2	1	2	2
10	20	0	2	6	3	1	2	3	3	1
11	20	0	2	5	3	1	2	3	3	2
12	21	0	2	5	4	1	2	2	3	2
13	21	0	2	10	3	1	2	2	2	1
14	20	0	2	7	2	2	.	2	4	2
15	21	0	2	7	2	1	2	3	3	2
16	21	0	2	6	3	1	2	4	4	3
17	22	1	2	9	3	1	2	1	1	1
18	23	0	2	4	4	1	2	3	3	2
19	24	1	2	6	3	1	1	2	4	2
20	20	0	2	5	4	1	2	3	4	1
21	25	0	2	7	2	1	2	2	2	1
22	20	0	2	7	4	1	2	2	3	2



Descriptives

			Statistic	Std. Error
age	Mean		20.53	.117
	95% Confidence Interval for Mean	Lower Bound	20.30	
		Upper Bound	20.77	
	5% Trimmed Mean		20.45	
	Median		20.00	
	Variance		2.275	
	Std. Deviation		1.508	
	Minimum		18	
	Maximum		25	
	Range		7	
	Interquartile Range		1	
	Skewness		.853	.189
	Kurtosis		.883	.376
sss	Mean		6.05	.142
	95% Confidence Interval for Mean	Lower Bound	5.77	
		Upper Bound	6.33	
	5% Trimmed Mean		6.05	
	Median		6.00	
	Variance		3.320	
	Std. Deviation		1.822	
	Minimum		2	
	Maximum		10	
	Range		8	
	Interquartile Range		2	
	Skewness		-.014	.189