

Prejudice and Its Relation to the Self-Esteem of Yemeni University Students in Turkey

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Abstract:- The current study aims to examine the relationship between prejudice and self-esteem among Yemeni university students in Turkey. The differences on prejudice and self-esteem were also examined by gender, age, city of living, scholarship and academic specialization. The current study was conducted with 308 Yemeni university students studying in nine different Turkish cities. The prejudice scale and Rosenberg self-esteem scale were used to collect the data of study. Results have found that prejudice was negatively correlated with self-esteem. Prejudice is a major factor and has sub-factors, all of which are closely related. Moreover, it was found that there were significant differences on prejudice attributed to gender, age and scholarship, while the other variables did not show any differences on prejudice. There are also significant differences on self-esteem by gender and department of students, but the rest of the variables did not show significant differences on self-esteem. The findings of the study were discussed with the relevant literature.

Keywords:- *Prejudice, Self-Esteem, Yemeni University Students.*

I. INTRODUCTION

In the past century, prejudice has been one of the main topics in psychology (Sechrist & Stangor, 2005). Given the importance of its studies as a psychosocial subject, researchers in social psychology pay great attention to it in order to know its nature, causes and manifestations and try to mitigate its bad effects (Belle & Doucet, 2003).

Prejudice is one of the problems facing the human society in general and modern human beings in particular. Prejudice makes the whole world on the verge of abyss, conflict and fight, and it drives individuals, communities and governments to civil wars, sectarian strife and internal conflicts. In addition, prejudice is a major cause of social disintegration (Omar, 2005).

If prejudice is spread to a high degree in a society, it becomes a cause of disruption of the community. This leads to a disruption in the balance of psychosocial health, which corrupts society and threatens its existence (Hemed, 2009).

The effects of prejudice in its various forms (religious, social, sexual, political, etc.) have been evident in the events of recent years in Yemen. This is evidenced by instances of murder, incitement, and assault on places of worship. In addition to the cases of mass displacement, the

spread of hate speech and the absence of the language of dialogue on various social issues.

Prejudice has been found in societies since the past. It is likely that prejudice will continue long periods in the future, perhaps to the end of the world (Belle & Doucet, 2003). Prejudice is a demeanor that treats people unfairly because of their membership in a group (Crocker & Major, 1989). These groups have been classified according to different and diverse criteria. Age, religion, sex, race and color are main salient criteria for people's classification (Bourdieu, 1987).

Allport (1958) argues that the briefest definition of prejudice is the following definition: "bad thinking about others without sufficient evidence". Ehrlick (1973) concurs with this definition, adding that prejudice is an ethnic attitude characterized by no predilection, whereas (Krech et al., 1962) defines prejudice as a non-preference attitude that involves a set of highly general stereotypes and it is difficult to change it even after opposite information is provided.

➤ *Generalized Attitudes of Prejudice*

Humanity has experienced and continues to experience various forms of prejudice. Such as ethnic, racial, religious, national, sexual, sporting, political or social (Jazzar, 2011). This leads to an important question: Are the attitudes of prejudice that the individual has them in various areas are same or are they qualitative attitudes linked to one area of prejudice without other areas? Jazzar (2011) states that there is no difference in religious, national or ethnic prejudice. A few thoughts show that prejudice attitudes despite its multiplicity of forms, they do not differ in their structure or meaning.

On the other hand, there are a few studies whose results are inconsistent with the results of studies that have reached the generality of the attitudes of prejudice. For example, Campbell (1967) concludes that the five types of intolerance he studied were not so closely related to one variable.

However, several studies have confirmed the generality of the prejudice attitudes (Haddock, 1991; Khalique, 1981; Shafei, 1997; Weigel & Howes, 1985). These studies also revealed that the important point in the generality of the attitudes is not the content of the belief, but the method of belief (Jazzar, 2011).

In addition to that, whether prejudice is general prejudice or in a specific area. Generally, it affects the individual's psychological health (Hightower, 1997). This effects on the personality and psychological security of the individual. Hillman et al. (1998) say that some people use prejudice as a way of defending themselves. In other words, prejudice is used to defend the self-esteem.

Verkuyten (1996) refers to a correlation between prejudice and self-esteem among young people. Ruttenberg et al. (1996) added that collective self-esteem is the most predictive dimension of prejudice.

➤ *Self-esteem*

The attention given to the concept of self is due to the fact that self-esteem is one of the most important variables that helps in achieving the individual to an appropriate level of mental health and psychological and social compatibility. Self-esteem was emphasized dramatically by supporters of the humanistic school of psychology. Maslow believes that there is an urgent need for self-esteem of individual by others (Alwan, 2015).

Self-esteem can be defined as a positive feeling by the individual towards himself. It is an important part of the personality that was formed in the early years (Deb & Bhattacharjee, 2009) and it consists of self-assessment of one's personal achievements and expectations of evaluating others for him or her (Kernis, 2005). This is consistent with Rhodes's view that self-esteem is a product of an individual's self-esteem of other important people. It is also a result of an individual's sense of ability and competence. The first function of self-esteem is social gratification while the second function is a sense of power and efficiency (Rhodes et al., 2004).

There are many factors that influence self-esteem of the individual. Some of them related to the individual himself such as his/her preparations, abilities and opportunities which he or she can exploit in order to benefit from them. On the other hand, other factors are related to the external environment and people whom the individual deals with (Mohammed, 2010). Similarly, self-esteem growth is not only influenced by environmental factors but is also influenced by personal psychological factors such as intelligence, mental abilities, personality traits, age and educational levels experienced by the individual (Salama, 1987).

It can be stated that self-esteem is influenced by environmental conditions surrounding the individual. If the environmental conditions are positive, self-esteem becomes positive. Nevertheless, if the environment is frustrating, the individual will feel inferior and therefore will underestimate himself (Morgan & Byron, 1990).

In addition to the above, the individual's relationships with people of psychological importance for him affect his self-esteem. Because individual interacts with these people constantly and the individual through this interaction supports the sense of belonging, competence and

appreciation (Kafafi, 1989). It should be noted here that self-esteem gradually grows through real experiences with others in addition to the responding way resulting from the internal psychological factors of the individual in experiences (Malkah, 1989).

➤ *Aims of the study*

The main objective of this research is to study the nature of the relationship between prejudice and self-esteem of Yemeni university students who live in Turkey. Moreover, it aims to discover the prejudice attitudes towards the different religious, social and gender groups. Also, this study attempts to examine the effect of some important demographic variables such as: gender, age, city of living, academic specialization and funding of study expenses (scholarship or not) on the prejudice and self-esteem of Yemeni students living in Turkey. In addition, this study attempts to test the generality of prejudice and whether it express one major factor with sub-factors (religious, social and gender prejudice) or it is a number of factors that do not have any significant correlations between them?

➤ *Significance of the Study*

The field of psychological problems of university students has attracted the interest of many researchers in psychology. Some studies dealt with the phenomenon of prejudice among young people and its relation to some personal, social and political variables, such as: Aktas, Tepe and Persson (2018), Allen and Sherman (2011), Bochnke, Hegan and Hefler (1998), Darwish et al. (2015), Jordan (2005), Qmar (2015), Rayes (2018), Simoni (1996) and Verkuten et al. (1996). In spite of these studies, there are very few studies (Bady, 2012; Jomaai, 1995) dealing with the phenomenon of prejudice among the Yemeni university students, especially with the increasing incidence of violence and conflict in Yemen last years.

Prejudice represents the most recent real challenges facing Yemeni youth, regardless of the fact that they are inside or outside Yemen because young people and university students are particularly at the center of development in any society. Therefore, this study attempts to understand the phenomenon of prejudice towards the different religious, social and gender groups of Yemeni students living in Turkey and its relation to one of the important factors in the psychology of personality, which is self-esteem. In addition, the results that were be reached in this study will be used to design practical programs for reducing the spread of this phenomenon among Yemeni students in Turkey.

➤ *Questions of Study*

- Is there a significant correlation between prejudice and self-esteem?
- Does prejudice express one major factor with sub-factors (religious, social and gender prejudice) or it is a number of factors that do not have any significant correlations between them?

- Do prejudice (scores) significantly differ by gender, age, city of living, departments of students and funding of study expenses (scholarship or not)?
- Do self-esteem (scores) significantly differ by gender, age, city of living, departments of students and funding of study expenses (scholarship or not)?

II. METHOD

➤ Participants

In this study, 308 Yemeni university students participated in this study. They were randomly selected from nine different Turkish cities (see Table 1 for the distribution of students by cities). They have different educational levels.

City	N (Students)	Percent %
İstanbul	74	24.0
Ankara	69	22.4
Bursa	15	4.9
İzmir	14	4.5
Karabük	66	21.4
Muğla	14	4.5
Aksaray	21	6.8
Zonguldak	26	8.4
Sakarya	9	2.9
Total	308	100%

Table 1:- The Distribution of Students by Cities

➤ Instruments

In order to collect data for the current study, a demographic information form, scale of prejudice and Rosenberg self-esteem scale were used.

• The Demographic Information Form

The demographic information form in the present study was developed by the researcher in order to collect socio-personal information about the participants. It contains questions about gender, age, city of living in Yemen, city of living in Turkey, educational level, scholarships, and grade point average.

• Scale of Prejudice

The prejudice scale was developed by Abdelsahib (2011) for Arab community in order to measure the prejudice attitudes of university students. The scale contains three factors (religious, social and gender prejudice), and each factor contains 12 items. Half of items are positively worded, and the other half is negatively worded. It is a good way to observe participants response while answering the scale (Comrey, 1988). The alternatives to answer the scale consist of five alternatives as a Likert-type. It starts from strongly agree that means 5 degrees, and even strongly disagrees that means one degree, the evaluation way is reflected in the negative items. The scale developer calculated the reliability of the scale that was (0.83) by using test-retest method, and the value of Cronbach's alpha was (0.87).

• Rosenberg Self-esteem Scale

Rosenberg self-esteem scale was developed by Rosenberg (1965) to measure global self-worth. It is a uni-dimensional scale designed to measure positive and negative feelings about the self (Gray-Little, Williams & Hancock, 1997). It has been used in many studies and it has

also been translated into more than one language (Baumeister et al, 2003; Emil, 2003; Nemcek, Kracek & Perackova, 2017). The scale consists of 10 items, five of them are positive and the other five are negative. The response categories of scale consist of four alternatives (strongly agree means three degrees, agree means two degrees, disagree means one degree and strongly disagree means zero degrees). Since the mother language of the participants is Arabic, the Arabic version that was translated by Zayed (2004) was used. Murad (2007) and Zayed (2004) tested the reliability of scale in their study. It was 0.87 and 0.84 using the test-retest method. Also, Jaradat (2006) tested the value of Cronbach's alpha that was 0.78 in his study.

➤ Procedure

In the beginning, ethical approval was gotten from Ankara Yıldırım Beyazıt University Ethical Committee. After that, contact was made with the Yemeni Student Union in Turkey to know where the students are spread in Turkish cities. The idea of study was explained to participants by the researcher.

III. RESULTS

➤ Correlation between Prejudice and Self-esteem

In order to answer the first question of the study that was "Is there a significant correlation between prejudice and self-esteem?" the correlation between prejudice and self-esteem was investigated using Pearson correlation coefficient. The result shows that there was negative significant correlation between the prejudice and self-esteem, $r = -0.242$, $N = 308$, $p < .01$, with high levels of prejudice associated with lower levels of self-esteem.

➤ *Factors of Prejudice*

In order to examine whether prejudice contains one factor under which some sub-factors fall into or that it is a number of unrelated factors, correlation coefficients between the three factors of prejudice in this study

(religious, social and gender prejudice) were calculated. The results indicate a statistically significant correlation between the three factors and the scale as a whole (see Table 2). That means factors are strongly correlated with each other.

		Religious prejudice	Social prejudice	Gender prejudice	Prejudice as a whole
Religious prejudice		1			
Social prejudice		,345**	1		
Gender prejudice		,346**	,306**	1	
Prejudice as a whole		,753**	,770**	,709**	1

** . Correlation is significant at the 0.01 level.

Table 2:- Correlations between Factors of Prejudice

Then, the exploratory factor analysis for the factors of prejudice was conducted. Kaiser-Meyer-Olkin measure of sampling adequacy was measured to measure sampling adequacy which was 0,637 and it was more than 0.60, which means the adequacy of the sample for conducting the factor analysis (Pallant, 2013). Also, Bartlett's test of sphericity was significant ($\chi^2(3) = 90,985, p < .05$), indicating that it was appropriate to use factor analysis. The result showed one factor that explains 55.46% of the total variance (see Table 3).

Factors of prejudice	Factors extracted	Latent root	The percent of variance
Religious prejudice	,623	1,664	55.46%
Social prejudice	,550		
Gender prejudice	,557		

Table 3:- Exploratory Factor Analysis of Prejudice Factors

From the results of Table 2 and Table 3, it shows that prejudice expresses one main factor and some other sub-factors fall into it. Prejudice cannot be considered a number of factors without any correlation between them. In other words, a person who is religiously prejudiced is socially and gender-based prejudiced person, and vice versa.

students conditions. There was a significant difference between the scores for male ($M=2.38, SD= 0.48$) and female ($M=2.24, SD=0.45$) conditions; $t(306) = 2.18, p = 0.03, r = 0.84$. This result suggests that male Yemeni university student are more prejudiced than female.

➤ *Differences on Prejudice*

• *Differences on Prejudice by Gender*

To test whether there were statistical significant differences on prejudice by gender; an independent-samples t-test was conducted to compare prejudice in male Yemeni university students and female Yemeni university

• *Differences on Prejudice by Age*

To test the effect of age on prejudice of Yemeni university students in Turkey, participants' ages were divided into four categories, after that One-Way ANOVA was conducted. Result shows that there is significant difference in the scores of prejudice by age $F(3,304) = 3.58, p < .05, \eta^2 = .034$ (see Table 4).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
Between Groups	2,369	3	,790	3,582	,014
Within Groups	67,030	304	,220		
Total	69,399	307			

Table 4:- ANOVA Result of Age on Prejudice

Post hoc comparisons using the Tukey HSD test indicated that the mean score for the age (18–23) condition ($M = 2.45, SD = 0.47$) was significantly higher than age (36–41) condition ($M = 2.23, SD = 0.41$). However, the age (24–29) condition ($M = 2.32, SD = 0.51$) and the age (30–35) condition ($M = 2.30, SD = 0.49$) did not significantly differ from the age (18–23) and (24–29) conditions (see Table 9).

• *Differences on Prejudice by City of Living*

To examine the effect of the city of living in Turkey on prejudice, Turkish cities were divided into two categories. (1) Big cities, which have a population of 3 million or more. They include İstanbul, Ankara, İzmir and Bursa. (2) Small cities, which have a population of no more than one million, they include Sakarya, Karabük, Muğla, Zonguldak and Aksaray. After that an independent-samples t-test was conducted to compare prejudice in big cities and small cities conditions. There was no significant difference between the scores for big cities ($M = 2.30, SD = 0.47$) and

small cities ($M = 2.40, SD = 0.47$) conditions; $t(306) = -1.945, p = 0.053$.

- *Differences on Prejudice by Funding of Study Expenses*
An independent-samples t-test was conducted to compare prejudice among Yemeni university students by funding of study expenses (scholarship or not) conditions. There was a significant difference in the scores between students who have a scholarship ($M=2.25, SD= 0.49$) and students who don't have a scholarship ($M=2.40, SD=0.46$) conditions; $t(306) = 2.75, p = 0.006, r = 0.89$. This result

suggests that Yemeni university students who do not have a scholarship are more prejudiced than students who have a scholarship.

- *Differences on Prejudice by Department of Students*
To examine the effect of department of students on prejudice, One-Way ANOVA was conducted; $F(2,305) = 1.096, p > .05$. Result shows that there is no significant difference in the scores of prejudice according to the department of students (see Table 5).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>P</i>
Between Groups	,495	2	,248	1,096	,336
Within Groups	68,904	305	,226		
Total	69,399	307			

Table 5:- ANOVA Result of Department of Students on Prejudice

- *Differences on Self-esteem*
- *Differences on Self-esteem by Gender*
In order to test whether there was a statistically significant difference on self-esteem by gender an independent-samples t-test was conducted to compare self-esteem in male Yemeni university students and female Yemeni university students conditions. There was a significant difference between the scores for female ($M=2.35, SD= 0.44$) and male ($M=2.13, SD=0.48$) conditions; $t(306) = -3.48, p = 0.001, r = 0.93$. This result

suggests that female Yemeni university students have a higher self-esteem than male university students.

- *Differences on Self-esteem by Age*
To examine the effect of age on self-esteem of Yemeni university students in Turkey, One-Way ANOVA was conducted. Result shows that there is no significant difference in the scores of self-esteem according to age $F(3,304) = 2.41, p > .05$ (see Table 6).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
Between Groups	1,655	3	,552	2,410	,067
Within Groups	69,573	304	,229		
Total	71,227	307			

Table 6:- ANOVA Result of Age on Self-esteem

- *Differences on Self-esteem by City of Living*
To test the effect of the city of living in Turkey on self-esteem, Turkish cities were divided into two categories. (1) Big cities, which have a population of 3 million or more. They include İstanbul, Ankara, İzmir and Bursa. (2) Small cities, which have a population of no more than one million, they include Sakarya, Karabük, Muğla, Zonguldak and Aksaray. After that an independent-samples t-test was conducted to compare self-esteem of Yemeni university students in big cities and small cities conditions. There was no significant difference in the scores the city of living in Turkey for big cities ($M=2.20, SD= 0.47$) and small cities ($M=2.15, SD=0.50$) conditions; $t(306) = 0.902, p=0.368$.

- *Differences on Self-esteem by Funding of Study Expenses*
An independent-samples t-test was conducted to compare self-esteem of Yemeni university students by funding of study expenses (scholarship or not) conditions. There was no significant difference in the scores of funding of study expenses for students who have a scholarship ($M=2.19, SD= 0.47$) and students who don't have a scholarship ($M=2.17, SD=0.49$) conditions; $t(306) = -0.437, p = 0.637$.

- *Differences on Self-esteem by Department of Students*
To examine the effect of department of students on their self-esteem One-Way ANOVA was conducted; $F(2,305) = 3,329, p < .05, \eta^2 = .022$. Result shows that there is a significant difference in the scores of self-esteem according to the department of students (see Table 7).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>P</i>
Between Groups	1,522	2	,761	3,329	,037
Within Groups	69,706	305	,229		
Total	71,227	307			

Table 7:- ANOVA Result of Department of Students on Self-esteem

Post hoc comparisons using the Tukey HSD test indicated that the mean score for the medical and natural sciences condition ($M = 2.33$, $SD = 0.41$) was significantly different than human sciences condition ($M = 2.12$, $SD = 0.48$). However, engineering and applied sciences condition ($M = 2.17$, $SD = 0.50$) did not significantly differ from the medical and natural sciences and human sciences conditions (see Table 16). This result suggests that Yemeni university students who study at the departments of medical and natural sciences have a higher self-esteem than students who study at the departments of human sciences.

IV. DISCUSSION

➤ *Correlation between Prejudice and Self-esteem*

The results of the current research have found a statistically significant negative correlation between prejudice and self-esteem among participants in this study. This finding is consistent with the results of Allen and Sherman (2011), Mohammad (2010) and Qmar (2015), Simoni (1996) and Verkuten et al. (1996). All of them indicated a negative correlation between prejudice and self-esteem. However, result of the current study was not consistent with the results of studies of Boehnke, Hegan and Hefler (1998), Jordan (2005) and Streitmatter and Pate (1989).

It can be stated that the relationship between the two variables is a reciprocal relationship. This means when the prejudice of student increases, his or her self-esteem decreases. In other words, when the student estimates himself and respect it, his or her prejudice toward other subjects becomes little. The reason for this is that prejudice may be one of the ways that an individual uses in order to feel high position in his group. This leads to a hope point in alleviating the effects of prejudice. The degree of prejudice of some individuals can be reduced by increasing their self-esteem in other ways than prejudice. This, in turn, helps to increase individuals' awareness of themselves and benefit from this in the treatment of misinformation about the issues of prejudice.

➤ *Factors of Prejudice*

It is clear from the results of the current study that the degree of religious, social and gender prejudice were very closed. There were no statistical differences in the mean scores of participants between religious, social and gender prejudice. This result is consistent with the results of Akrami, Ekehammar and Bergh (2011), Boehnke, Hagan and Hefler (1998), Jazzar (2010) and Shafei (1997). This means that prejudice represents one phenomenon and it has sub-factors under it, but all these factors constitute one concept. Religious or social prejudice cannot be considered

a variable in itself from other forms of prejudice. This leads us to say that prejudice is like a way of thinking about different subjects more than having negative feelings or misconceptions about a specific group. In another word, a person who has prejudice attitudes against one group in a particular field often has prejudice attitudes against or with another group in another field.

➤ *Differences in Prejudice*

• *Differences on Prejudice by Gender*

The results of the current research yielded statistically significant differences in prejudice by the gender variable. Male participants were found to be more prejudiced than females. This result is consistent with the results of Akrami et al. (2006), Aktas, Tepe and Persson (2018), Boyd (2010), Jomaai (1995) and Meyahi (2014). However, the result of the current study is not consistent with the result of Aamri (2018), Tayar and Shamri (2009) and Zayed (2014), which indicated that there are no differences between males and females in prejudice. Also, current results are in contrary to the results of Rajeeb (2001), Shakah (2004) and Wahidiy (2017) which concluded that females are more prejudiced than males.

When looking at the studies conducted on Yemeni community, it is clear that the result of the current study is not different from the results of Bady (2012) and Jomaai (1995), which were conducted on the Yemeni university students. All of them found that Yemeni males are more prejudiced than females. The reason for that is the masculinity in Yemeni society (Farran, 2016). Most social roles are assigned to males but not females. This makes males more vulnerable to social and daily stress than females. This means that women in Yemeni society often become subordinate to men. Although the participants in the current research were university students studying outside Yemen, but the result did not differ from the results of students studying inside Yemen.

• *Differences on Prejudice by Age*

Regarding the age variable, the results of current study have shown that older students are less prejudiced than younger students. This result is consistent with the results of study of Dawos (2011), Shakah (2004) and Simoni (1996). However, the current result contradicts the results of studies of Abdulbaqi (2014) and Awad (2009), which indicated that the older persons are more prejudiced than younger persons. Also, the result of the current study is not consistent with the results of the study of Jomaai (1995) and Wahidi (2015), which did not result in any differences attributable to the age variable.

The current result can be explained by the fact that the individual who grows in Yemen in a cultural environment has a number of manifestations of prejudice. Such as prejudice to the tribe, religious groups and contempt for women ... etc. However, when the individual gets older, his knowledge and education increase. So, his view of many issues changes.

- *Differences on Prejudice City of Living*

The results of the current study concluded that there are no statistical differences due to the variable of the city of living. This result is consistent with the results of the study of Abdulbaqi (2014), Bedy (2012) and Shallah (2010), which concluded that there are no statistically significant differences attributable to the city of living. On the other hand, the current result contradicts the results of Awad (2009), Darwish et al. (2015) and Hemed (2009), which indicated that rural students (who live small cities) were more prejudiced than students who live in big cities. The reason for the present result is that prejudice is more related to the thoughts of person than to his or her lifestyle. Thus, the increase or decrease of prejudice attitudes is more related to the information and feelings of the individual about other groups and subjects than to the place which the individual lives in.

- *Differences on Prejudice by Funding of Study Expenses*

The results of the current study concluded that the scholarships affect the prejudice attitudes of students. The results show that students who have scholarships are less prejudiced than students who do not have any scholarships. This result can be similar to the results of Rayes (2018) study, which concluded that low-income students are more prejudiced than middle and high-income students. Returning to the current result, scholarships are the source of income for most scholarship students. Consequently, students who do not have scholarships bear the expenses of living and university, which means more pressure on them, and it reflects as prejudice attitudes against other groups.

- *Differences on Prejudice by Department of Students*

The results of the current study resulted in the absence of any differences in prejudice due to the academic specialization. This result is similar to the results of the study of Jomaai (1995) and Shallah (2010). However, this result is not similar to the results of the studies of Awad (2009), Meyahi (2014) and Wahidiy (2017), which indicated that students who study in human sciences were more prejudiced than students who study in applied and medical departments. It can be said that prejudice represents information with feelings towards a group, and therefore the department of students does not affect an individual's thoughts toward other groups. This explains the absence of any differences in the degree of prejudice among students according to their departments in the current study.

- *Differences on Self-esteem*

- *Differences on Self-esteem by Gender*

Returning to the results of the current study on self-esteem, it was found that Yemeni female students had higher self-esteem than Yemeni male students. This result is consistent with the results of Ansary (2015) and Mohammed (2010), which concluded that females had higher self-esteem than males. However, results of the current study contradict the results of Ferahat and Hamodah (2017), Jibril (1993), Moajil (2010) and Zayed (2004), which indicated that there are no differences in self-esteem between the males and females. The current result also contradicts the result of study of Fourchard (2013), which indicated that males were more respectable to themselves than females.

For the current study, the reason why female students were higher self-esteem than males is the personality of Yemeni female students studying in Turkey. Generally Yemeni culture doesn't have a positive look on a girl's travelling to another city alone in order to study as well as traveling outside the country. This means that the female participants in the current study exceeded this negative view, and were able to travel outside Yemen to continue their education. It means females take pride in their abilities and themselves, their existence in Turkey is proof of their ability to stick to their ambitions and challenge all societal and cultural obstacles.

- *Differences on Self-esteem by Age*

Regarding the effect of the age factor on self-esteem, the current study concluded that the age of the participants had no effect on their level of self-esteem. This result is consistent with the result of Shakhtour (2004) study. On the contrary, the current result contradicts the results of Fourchard (2013), Masri (2014) and Zoabi (1996), which all concluded that there was an effect of age on self-esteem.

It can be said that the reason for the absence of statistically significant differences in self-esteem attributed to the age of the participants in the current study is due to the similarities in the conditions that Yemeni students live in Turkey. They do not live in their home country, they live in their second home (in Turkey). They are similar in their lifestyle in the country of study regardless of their age. This means that the view they hold about themselves in the country of study is similar.

- *Differences on Self-esteem by City of Living*

The results of the current research concluded that there are no statistically significant differences for the city of living on the self-esteem of participants. This result is consistent with the result of Boylu (2020). However, it contradicts the result of study of Abuheini (2001), which concluded that there were differences in self-esteem due to the place of living. The current result can be explained by the fact that self-esteem is related to the personality of the student than to the place in which he or she lives or lived. Thus, it represents some of information and feelings that the individual holds about him or herself. This view is not

so much related to where he or she lives, but is related to the personal experiences of the individual.

• *Differences on Self-esteem by Funding of Study Expenses*

Result of this study found that the student's holding a scholarship had no effect on his or her self-esteem. The results indicated that students who have scholarships and who do not have scholarships have a similar level of self-esteem. Because the scholarship covers the study and living expenses of student more than change the view of student about him or herself, although there are some non-academic training programs that seek to develop students in various aspects which are organized by management of scholarship.

• *Differences on Self-esteem by the Department of Students*

The result of the current research found that there are differences between participants on self-esteem attributable to the departments of participants. The result indicated that students who study in medical and natural departments have higher self-esteem than students in other departments. This result is consistent with the study of Madadha (2015). In contrast, this result is not similar to the result of the study of Boylu (2020), Moajil (2010) and Salim (2015), all of which all indicated that there are no differences in self-esteem attributable to departments of students.

This result can be interpreted as acceptable if compared to the Yemeni society's view of medical and natural science students. For example, parents in Yemen are proud of their children who study in medical colleges more than their children who study in colleges of humanities, even if the student's grade point average (GPA) in medical school is less than the (GPA) of a student in other colleges. This misconception was reflected in the way students perceived themselves in some way. This made these differences appear among students of medical colleges and other colleges.

➤ *Limitations*

There are some limitations in this thesis. According to report issued by the Council of Higher Education in Turkey (CoHE) in 2019, there are 3078 Yemeni university students studying in various Turkish universities and cities. Participants in the current study represent only 10% of the total number of Yemeni university students studying in Turkey. This makes it difficult to generalize the results of the current study. Moreover, the participants in the current study were chosen from only nine cities because the researcher could easily reach the participants in those cities. It may be useful in future studies to reach more participants than the current study.

The present study focused only on correlation relationships between variables. The deductive directions in the relationships between variables may not really be conducted. Therefore, an experimental approach could be utilized to variables can be better manipulated.

➤ *Suggestions*

Future studies should study the prejudice towards specific groups present in the Yemeni arena, whether it is religious, social or political groups, such as the Houthis, Hashemites and movement of Aqyal. In addition to conducting more studies on prejudice, using an experimental or qualitative approach could be used to understand the phenomenon of prejudice more deeply and determine the causal relationship between it and other variables.

It is suggested to conduct a study about prejudice and its relationship to other variables such as political, tribal, or religious affiliation, as well as its relationship to personality types and childhood experiences. The number of participants in future studies also should be increased to include Yemen.

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