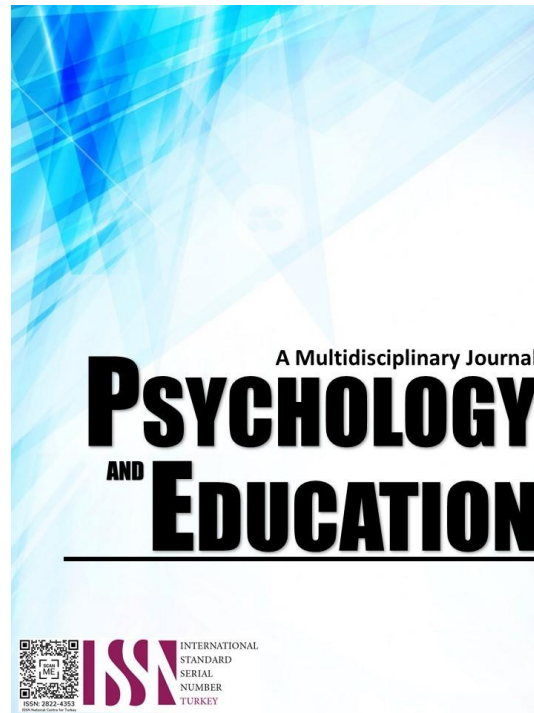


**DETERMINANTS OF SELF-ESTEEM AND  
ACADEMIC PERFORMANCE OF SENIOR HIGH  
SCHOOL STUDENTS IN CLUSTER BARAS,  
CARDONA AND MORONG (BCAM)**



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## Determinants of Self-Esteem and Academic Performance of Senior High School Students in Cluster Baras, Cardona and Morong (BCAM)

Jomarie F. Julian\*

*For affiliations and correspondence, see the last page.*

### Abstract

This study aimed to determine the determinants of self-esteem and academic performance of senior high school students in Cluster BCAMT. A total of 568 or 40% Senior High School Grade 11 students of Morong National High School, Cardona Senior High School and Baras Senior High School were considered in the study. A researcher-made questionnaire checklist was utilized to determine the self-esteem of the respondents. The study revealed that the self-esteem has much effect on the personal ability, family, social interaction and emotional stability and among them, family is the most perceived. Age, mother's educational attainment and mother's occupation are not significant on the extent of self-esteem. Moreover, it is not significant regarding to their sex under family, personal ability and family under monthly family income, social interaction and emotional stability under father's occupation and personal ability, social interaction and emotional stability under type of family. On the other hand, it is significant regarding their sibling position and father's educational attainment, personal ability under sex and father's occupation, family under father's occupation and type of family, social interaction and emotional stability under sex and monthly family income. The respondents' academic performance, the general performance of the pupils is 86.75 which explains that it is Very Satisfactory. There is no significant relationship between the extent of self-esteem of the on the level of academic performance of the respondents, with respect to personal ability, family, social interaction and emotional stability. Based on the findings of the study, it was concluded that regardless of age, education; level obtained and occupation of their mothers, the respondents are able to be moderately calm when confronted with a problem, and relies on self-coping abilities to solve it and students' academic performance does not rely with their self-esteem manifestations in coping day-to-day experiences.

**Keywords:** *academic performance, self-esteem, philippines, senior high school students, public school*

### Introduction

Education is universally recognized as the answer to socio-economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things.

Based on the general provision in the 1987 Philippine Constitution, Article XIV, Section I, states that: "The State shall protect and promote the rights of all the citizens to quality education and shall take the necessary step to make such education accessible to all."

The cited provision emphasized that schools need to provide quality education and guidance to learners during their high school studies. The school specifically guidance programs guide learners in making their career choices and aspirations before entering university.

Furthermore, DepEd, D.O. No. 40, s. 2012 also known as Child Protection Policy (CPP) was created and

implemented in all schools in the Philippines. The policy aims to protect all school children from all forms of abuse or violence that may be inflicted by adults and their peers. All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted, or harassed. No one should underestimate the impact that all forms of abuse have on a person's life. It can cause high levels of distress, affecting young people's well-being, behavior, academic and social development right through into adulthood

The enclosed guidelines are hereby issued to serve as the primary and guiding parameters in the implementation of Child Protection Policy, in consonance with the previous DepEd Order 45 s. 2009 wherein PSL or Personal Safety Lessons in all schools in the country are implemented to protect the child. These PSL helps students uplift their Self Esteem through Personal Safety lessons.

Personal safety covers many aspects in a growing individual. It is guarding him/her from physical abuse, emotional disturbance and even social discrimination. All these aspects are given emphasis in school where students are engaged in different learning activities that would lead to holistic development. These aspects



are also influenced by self-esteem, which is explained as individual's feeling about himself and how much he/she likes himself. It is believed that having a high self-esteem has many positive effects and benefits, especially among students. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity by peers, are most likely to perform better academically.

In schools nowadays teachers have so many observations regarding students personality and academic performance, In fact, it is true that a number of students are recognized as awardees having received titles like with honors, with high honors and even with highest honors, yet there are still a big number of students who cannot even perform better because of less self-confidence.

Having this observation among students, teachers who are working hand in hand with the Guidance counselors are challenged to make a change in every student's personality by promoting activities that would develop or enhance their self-esteem. Co-curricular activities with group dynamic strategies, individual counseling and group counseling. They try to help these students improve their personality and increase their self-esteem with their hopes that once students increase self, esteem, they will also develop higher self confidence that would enable them to become more competent and competitive in school related activities.

These attempts done by the guidance counselors and teachers are undeniable, yet there is no definite data that would support the improvement among the personality of students. The researcher therefore who becomes inspired of determining the level of self-esteem and it relation with students' academic performance was inspired to delve on this study. She believed that the findings of the study would help the Guidance Counselors consider an more enhanced Guidance Office Plan of Activities that would cater not only the academic related capabilities of the students, neither the behavior manifestations, but also with the personality development which is emphasized on enhancing self-esteem of the diverse students.

The researcher also opted to conduct this research entitled "Determinants of Self-Esteem and Academic Performance of Senior High School Students in Selected Secondary Schools in Cluster BCAMT. The researcher believes that this research will bring enlightenment to everyone concerning the real needs of students and how these needs will be satisfied. This research will also be of big help to students as it will

serve as a preparation for them since they will be in college soon.

## Research Questions

This study attempted to investigate the determinants of self-esteem and academic performance of Senior High School Students in Selected Secondary Schools in Cluster BCAMT. Specifically, this study aimed to answer the following questions:

1. What is the profile of Senior High School students in terms of:
  - 1.1 sex;
  - 1.2 age;
  - 1.3 sibling position;
  - 1.4 monthly family income;
  - 1.5 parents' educational attainment;
  - 1.6 parents' occupation; and
  - 1.7 type of family?
2. What is the extent of self-esteem of the respondents as perceived by themselves with respect to:
  - 2.1. personal ability;
  - 2.2. family;
  - 2.3. social interaction; and
  - 2.4. emotional stability?
3. Is there a significant difference in the extent of self-esteem of the respondents as perceived by themselves with respect to the cited aspects in terms of their profile?
4. What is the level of academic performance of the respondents as revealed by their average grades?
5. Is there a significant relationship between the extent of self-esteem and their level of academic performance as revealed by their average grades?

## Methodology

### Research Design

The descriptive survey was used in this study in order to ascertain the self-esteem and academic performance of senior high school students in selected secondary school in Cluster BCAM. According to Calmorin (2017), descriptive survey study is concerned with the prevailing or existing status of an event or problem. In this method, the researcher aimed to describe the existing phenomenon with the purpose of exploring



the causes of a particular problem. It will be used to realize the relationship of self-esteem and performance of the grade 11 students in Selected Schools in Cluster BCAM. Furthermore, correlation is concerned in determining the relationship that exists between two variables. This method helped the researcher to quantify the relationship between the dependent and independent variables.

Descriptive survey research is the most appropriate for the study since the aim of the investigation is to know the self-esteem and academic performance of senior high school students in selected secondary school in Cluster BCAM. Documentary analysis was likewise used since the average grades of the students for the school year 2019-2020 were used to determine the academic performance.

### Respondents of the Study

The respondents of the study were the Senior High School Grade 11 students of Morong National High School, Cardona Senior High School and Baras Senior High School. They were described in terms of sex, age, sibling position, monthly family income, parents' educational attainment, parents' occupation and type of family. They were subjected to random sampling and fishbowl method was used. Table 1 shows the distribution of the respondents of the study.

Table 1. *Distribution of Respondents*

<i>School</i>	<i>No. of SHS Students (G11)</i>	<i>Sample</i>
Morong National High School	944	281
Cardona Senior High School	348	186
Baras Senior High School	136	101
Total		568

### Research Instruments

The instrument that was used in the study is the researcher-made questionnaire checklist. Part I of the questionnaire includes the profile of the respondents in terms of sex, age, sibling position, monthly family income, parents' educational attainment, parents' occupation, and type of family. Part II includes the items to determine the extent of Self-Esteem of Senior High School students in terms of personal ability, family, social interaction, and emotional stability. Another instrument used in the study was the students' academic performance represented by their average grades reflected in Form 138.

### Procedure of the Study

In the conduct of the study, standard operating procedure was applied as shown in the Gantt Chart of Activities. The researcher prepared three (3) thesis titles and presented them during the title defense. It was when she officially started her study because she proceeded to the crafting of the thesis proposal which was made of three chapters, which she presented during the research colloquium.

Then when she was informed about an adviser to guide her in the study, she started editing the thesis proposal according to the suggestions of the panelists during the colloquium and crafted the questionnaire-checklist which underwent validation through the help of Professorial Lecturers who are knowledgeable in Research writing. She also structured all the request letters and sent them to persons in authority who approve her actual conduct of the study.

Upon approval of the request correspondence and validation of the questionnaire, she moved to the actual research proper by reproducing the questionnaire checklist, administering them to the actual respondents with the use of google forms, retrieved them also via online, tallied, tabulated, analyzed and interpreted to come up with the findings, conclusions and recommendations. The completed research was once again presented during the final oral defense. Afterwards, she edited and incorporated all the corrections by the oral evaluation committee and had the manuscript undergo routing. When it was found to be free from errors, it was reproduced and had it bound for submission to the Dean's Office.

### Results and Discussion

#### Profile of the Respondents in Terms of Age, Sex, Sibling Position, Monthly Family Income, Parents' Educational Attainment, Parents' Occupation and Type of Family

Table 2 presents the frequency and percentage distribution of the respondents in terms of age, sex, sibling position, monthly family income, parents' educational attainment, parents' occupation and type of family. It can be seen from the table that in terms of age, most of the respondents are 17 years old with 343 or 60.39 percent while only 5 or 0.90 percent are 15 years of age.



Table 2. Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables

Age	f	%		
15 yrs old	5	0.90		
16 yrs old	125	22.01		
17 yrs old	343	60.39		
18 yrs old and above	95	16.73		
Total	568	100		
Sex	F	%		
Male	201	35.39		
Female	367	64.61		
Total	568	100		
Sibling Position	f	%		
1 <sup>st</sup> born	154	27.11		
2 <sup>nd</sup> born	173	30.46		
3 <sup>rd</sup> born	106	18.66		
4 <sup>th</sup> born	57	10.03		
5 <sup>th</sup> born and up	56	9.86		
Only child	22	3.89		
Total	568	100		
Monthly Family Income	f	%		
₱20,000 and above	125	22.00		
₱15,000 - ₱19,999	106	18.66		
₱10,000 - ₱14,999	138	24.30		
Below 10,000	199	35.04		
Total	568	100		
Parent's Educational Attainment	Father		Mother	
	F	%	f	%
Bachelor's Degree	136	23.94	181	31.87
Tech Voc Graduate	24	4.23	17	2.99
College Undergraduate	105	18.49	102	17.96
High School Graduate	176	30.98	167	29.40
High School Undergraduate	50	8.80	37	6.51
Elementary Graduate	46	8.10	39	6.87
Elementary Undergraduate	31	5.46	25	4.40
Total	568	100	568	100
Parent's Occupation	Father		Mother	
	F	%	f	%
Government Employee	49	8.63	45	7.92
Private Employee	47	8.27	75	13.20
Self-Employed	59	10.39	124	21.83
Construction Worker	98	17.25	0	0
Educator	6	1.06	22	3.90
Driver	134	23.59	0	0
Medical Field	0	0	7	1.23
Housewife	0	0	233	41.02
Unemployed	14	2.46	0	0
Others	161	28.35	62	10.92
Total	568	100	568	100
Type of Family	f	%		
Nuclear family	340	59.86		
Extended family	122	21.48		
Single Parent	85	14.96		
Blended family	18	3.17		
Others	3	0.53		
Total	568	100		

In terms of sex, most of them are female with 367 or 64.61 percent while 201 or 35.39 percent are male. As to sibling position, 173 or 30.46 percent are 2<sup>nd</sup> born while only 22 or 3.89 percent are an only child; in terms. In terms of their monthly family income 199 or 35.04 earns below 10,000, while 18.66 percent or 106 earns between 15,000 - 19,999. With regard to their parent's educational attainment, most of the father are high school graduate with 176 or 30.98 percent only

while only 24 or 4.23 percent are Tech Voc Graduate, as to their mother's educational attainment, 181 or 31.87 percent only are with Bachelor's Degree while only 17 or 2.99 percent are Tech Voc Graduate. In terms of their parent's occupation, the father of the respondents are with other occupation with 161 or 28.35 percent, followed by father's who are driver with 134 or 23.59 percent while only 14 or 2.46 are unemployed. As to the mother's occupation, most of them are housewife with 233 or 41.02 percent while only a few are in the medical field with 7 or 1.23 percent.

### Extent of Self-Esteem of the Respondents as Perceived by the Respondents in Terms of Personal Ability, Family, Social Interaction and Emotional Stability

Table 3 presents the computed weighted mean on the extent of self-esteem of the respondents with respect to personal ability

Table 3. Extent of Self-Esteem of the Respondents with respect to Personal Ability

Personal Ability I...	$\bar{W}\bar{X}$	VI	Rank
1. feel confident about my abilities.	3.74	Often	5
2. feel that I will be successful.	4.32	Often	1
3. feel satisfied with the way my body looks right now.	3.49	Sometimes	8
4. feel proud about my performance.	3.81	Often	3
5. feel I can understand things.	3.88	Often	2
6. feel that others respect and admire me.	3.47	Sometimes	9
7. feel sensitive with others.	3.60	Often	6.5
8. know how to express my ideas and opinions.	3.77	Often	4
9. feel superior at times.	3.08	Sometimes	10
10. am not worried about what other people think of me.	3.60	Often	6.5
Overall $\bar{W}\bar{X}$	3.68	Often	

The table shows that in terms of personal ability, the overall weighted mean obtained is 3.68 verbally interpreted Often. The table displays that among the items, item number 2 "I feel that I will be successful." is ranked first with weighted mean of 4.32 verbally interpreted Often while last in rank is item number 9, "I am not worried about what other people think of me." with weighted mean of 3.08 and verbally interpreted Sometimes.

The results indicate that the respondents are often confident with their abilities. This shows that they are proud of what they are doing and can express their ideas and opinions. This implies that the respondents have habitual manifestations of their personal abilities,



thus, indicating that being confident of what they acquire, how they perform, how they understand others and how they showcase sensitivity with others is a key to success, hence all these are just parcels of self-esteem.

This finding is congruent with the statement of Daska (2017) that there are some ways to develop self-esteem: Master a new skill, when one becomes skilled in something that corresponds with your talents and interests, you increase your sense of competency; list accomplishments; think about all the things being accomplished, then write them down. Make a list of everything done that one becomes proud of; do something creative because creative tasks are a great way to put the flow back into one’s life. Creativity stimulates the brain, so the more uses it, the greater the benefits; get clear on values. One needs to determine what his/her values are and examine life. Similarity between the two study is obvious since both reflect how personal abilities influence and become ways to the development of self-esteem.

Table 4 presents the computed weighted mean of the extent of self-esteem of the respondents with respect to family

Table 4. *Extent of Self-Esteem of the Respondents with respect to Family*

<i>Family My.../I...</i>	<i>W<math>\bar{X}</math></i>	<i>VI</i>	<i>Rank</i>
1. parents are proud of the kind of person I am.	4.08	Often	6
2. parents try to understand me.	3.99	Often	7
3. am an important person to my family.	4.19	Often	4
4. parents believe that I will be successful in the future.	4.45	Often	1
5. family are always proud of my accomplishments.	4.21	Often	3
6. family knows my problems and helps me solve it.	3.23	Sometimes	9
7. family supports me all the time.	4.09	Often	5
8. family always have conversation at home about our daily life.	3.79	Often	8
9. parents always talk to me when I feel sad and lonely.	2.97	Sometimes	10
10. family encourages me to reach my goals in life.	4.28	Often	2
Overall <i>W<math>\bar{X}</math></i>	3.93	Often	

The table shows that in terms of family, the overall weighted mean obtained is 3.93 verbally interpreted Often. The table displays that among the items, item number 4 “My parents believe that I will be successful in the future.” is ranked first with weighted mean of 4.45 verbally interpreted Often while last in rank is item number 9, “My parents always talk to me when I

feel sad and lonely.” with weighted mean of 2.97 and verbally interpreted Sometimes.

Findings revealed that self-esteem of the respondents are often affected by family. This connotes that the family serves as an inspiration to uplift the spirit of the respondents

This imply that the family plays an important role in boosting one’s self-esteem. This means that with the family as their support they can adjust and can help them improve their self-worth. The statement of Schimits (2018) is aligned on this finding since he emphasized that when parents tell their children they love them, the children accept this message and feel pleased with themselves. A child’s behavior will then reflect his or her level of self-esteem. Children who hear negative messages over and over behave in a negative way.

Obviously, congruence is noted considering that in both studies the parents’ role in rearing children, specifically in using words like how much they love their children may boost the children’s feeling of happiness and contentment.

Table 5 presents the computed weighted mean on the extent of self-esteem of the respondents with respect to social interaction.

Table 5. *Extent of Self-Esteem of the Respondents with respect to Social Interaction*

<i>Social Interaction I</i>	<i>W<math>\bar{X}</math></i>	<i>VI</i>	<i>Rank</i>
1. easily get along with other people.	3.77	Often	5
2. can adjust to the environment I am into.	3.93	Often	1
3. can work well with different people at different levels.	3.79	Often	3.5
4. can start conversation with others.	3.70	Often	8.5
5. enjoy working with different group of people.	3.79	Often	3.5
6. can easily communicate with others.	3.76	Often	6
7. can interact and lead the group.	3.42	Sometimes	10
8. can express my opinion to others.	3.74	Often	7
9. am comfortable interacting with others.	3.70	Often	8.5
10. can build relationship with other people.	3.89	Often	2
Overall <i>W<math>\bar{X}</math></i>	3.75	Often	

The table shows that in terms of social interaction, the



overall weighted mean obtained is 3.75 verbally interpreted Often. The table displays that among the items, item number 2 “I can adjust to the environment I am into. ” is ranked first with weighted mean of 3.93 verbally interpreted as Often while last in rank is item number 7, “I can interact and lead the group.” with weighted mean of 3.42 and verbally interpreted as Sometimes.

This connotes that respondents usually adjust to the environment he is into. This implies that the respondents can build relationship and can work with different people. Likewise, getting along with other people can be easily attained. This implies that social interaction and being accepted by a circle of friends and even people around the respondents enhance self-esteem considering that the trust given to the respondents by the people around them, enable them to develop courage and self-confidence that are both contributory to self-esteem.

This finding is in consonance with the discussion of Olanweraju and Joseph (2014) that the only way to find self-esteem is to surround oneself with supportive positive people who admire you and value you. He may also care about your appearance. That is, one needs to look his best by dressing like someone who has confidence and let your self-assurance come through in how you look and lastly is to welcome failure as part of growth. The noted similarity lies on the idea that both consider the social interaction as one of the aspects in developing self-esteem, therefore it is indicated in both studies that people with who the respondents intermingle may either help them develop or sustain self-esteem, or vice versa.

Table 6 presents the computed weighted mean on the extent of self-esteem of the respondents with respect to emotional stability

Table 6. *Extent of Self-Esteem of the Respondents with respect to Emotional Stability*

<i>Emotional Stability I...</i>	<i>W<math>\bar{X}</math></i>	<i>VI</i>	<i>Rank</i>
1. am always happy.	3.73	Often	8
2. can control my emotions.	3.77	Often	6
3. am aware about my mood.	4.08	Often	1
4. am sensitive with others' emotions.	3.90	Often	5
5. can sympathize with others.	3.73	Often	8
6. can recognize others' emotions/mood.	3.96	Often	4
7. can manage my behavior in different situation.	4.01	Often	2
8. can make myself relax and calm.	4.00	Often	3
9. can handle stress.	3.67	Often	10
10. manage emotions in others.	3.73	Often	8
Overall $\bar{W\bar{X}}$	3.86	Often	

The table shows that in terms of emotional stability, the overall weighted mean obtained is 3.86 verbally interpreted Often and all the items have verbal interpretation of Often. The table displays that among the items, item number 3 “I am aware about my mood. ” is ranked first with weighted mean of 4.08 verbally interpreted Often while last in rank is item number 9, “I can handle stress.” with weighted mean of 3.67 and verbally interpreted Often.

The results indicate that emotional stability often affects self-esteem. This shows that managing emotions can really influence one’s confidence. Uplifting one’s self-confidence can expand one’s self-worth. This leads to an implication that stability or constancy of emotion may lead to solid self-esteem, thus elucidating that the respondents who have stable emotional management are not easily affected by negative thoughts and actions, they are not easily angered nor scared, they handle things normally as they are because their self-esteem is high.

This is truly parallel with the statement of Winch (2016), who emphasized that everyone is in favor of high self-esteem — but cultivating it can be surprisingly tough. He further said that many recognize the value of improving the feelings of self-worth. When self-esteem is higher, man not only feels better about himself, he is more resilient as well. Brain scan studies demonstrate that when self-esteem is higher, an individual is likely to experience common emotional wounds such as rejection and failure as less painful, and bounce back from them more quickly. When self-esteem is higher, an individual also is less vulnerable to anxiety. The focus on high self-esteem which is observed when one handles emotion in different situations makes the two study parallel.



Table 7 presents the computed weighted mean on the summary of extent of self-esteem of the respondents

Table 7. Summary on the Extent of Self-Esteem of the Respondents

Aspects	WX	VI	Rank
Personal Ability	3.68	Often	4
Family	3.93	Often	1
Social Interaction	3.75	Often	3
Emotional Stability	3.86	Often	2
Composite WX	3.81	Often	

The table shows that among the aspects, family got the highest weighted mean of 3.93 verbally interpreted as Often followed by emotional stability with weighted mean of 3.86 also interpreted as Often, next is social interaction with weighted mean of 3.75 interpreted as Often, while lowest weighted mean of 3.68 was personality ability interpreted as Often. The overall composite weighted mean is 3.814 interpreted as Often. This shows that family is regarded as one of the factors that influence self-esteem. This means that the family can really help uplift the self-worth of a person. This only implies that regular manifestations of self-esteem is practiced by the respondents because there is positive influence from their environment, thus their personal management, family, and other people around them contribute to their progressing self-esteem.

Indeed, this finding is analogous with the findings of Baumeister et al.,(2013), who found out that self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. Similarity lies on the idea that all the aspects from self, to family, teachers and other aspects have roles to play in the progressing self-esteem of the learners.

**Significant Difference on the Extent of Self-Esteem of the Respondents with Respect to the Different Aspects in Terms of Their Profile**

Table 8 presents the computed F-values on the extent of self-esteem of the respondents with respect to the different aspects in terms of their profile.

Table 8. Computed F-values on the Extent of Self-Esteem of the Respondents with Respect to the Different Aspects in Terms of Their Profile

Aspects	F-comp	p-values	Ho	VI
<b>Age</b>				
Personal Ability	0.573	0.633	Accepted	Not Significant
Family	1.281	0.280	Accepted	Not Significant
Social Interaction	1.668	0.173	Accepted	Not Significant
Emotional Stability	1.752	0.155	Accepted	Not Significant
<b>Sex</b>				
Personal Ability	4.194	0.016	Rejected	Significant
Family	2.756	0.064	Accepted	Not Significant
Social Interaction	5.356	0.005	Rejected	Significant
Emotional Stability	6.232	0.002	Rejected	Significant
<b>Sibling Position</b>				
Personal Ability	2.709	0.013	Rejected	Significant
Family	3.326	0.003	Rejected	Significant
Social Interaction	3.751	0.001	Rejected	Significant
Emotional Stability	4.622	0.000	Rejected	Significant
<b>Monthly Family Income</b>				
Personal Ability	2.483	0.060	Accepted	Not Significant
Family	0.571	0.635	Accepted	Not Significant
Social Interaction	2.702	0.045	Rejected	Significant
Emotional Stability	2.686	0.046	Rejected	Significant
<b>Father's Educational Attainment</b>				
Personal Ability	4.319	0.000	Rejected	Significant
Family	2.177	0.044	Rejected	Significant
Social Interaction	3.576	0.002	Rejected	Significant
Emotional Stability	2.974	0.007	Rejected	Significant
<b>Mother's Educational Attainment</b>				
Personal Ability	1.757	0.106	Accepted	Not Significant
Family	1.270	0.269	Accepted	Not Significant
Social Interaction	1.876	0.083	Accepted	Not Significant
Emotional Stability	1.444	0.196	Accepted	Not Significant
<b>Father's Occupation</b>				
Personal Ability	3.302	0.002	Rejected	Significant
Family	2.155	0.037	Rejected	Significant
Social Interaction	1.704	0.105	Accepted	Not Significant
Emotional Stability	1.158	0.325	Accepted	Not Significant
<b>Mother's Occupation</b>				
Personal Ability	1.076	0.376	Accepted	Not Significant
Family	0.905	0.491	Accepted	Not Significant
Social Interaction	0.711	0.522	Accepted	Not Significant
Emotional Stability	0.231	0.966	Accepted	Not Significant
<b>Type of Family</b>				
Personal Ability	1.260	0.274	Accepted	Not Significant
Family	2.633	0.016	Rejected	Significant
Social Interaction	0.863	0.522	Accepted	Not Significant
Emotional Stability	1.911	0.077	Accepted	Not Significant

It can be reflected from the table that when statistically computed, the significant difference on the extent of self-esteem with respect to personal ability, family, social interaction and emotional stability in terms of their age, mother's educational attainment and mother's occupation, yielded p-values more than .05 level of significance. This means that the null hypothesis is accepted. It is also accepted in terms of sex and monthly family income across family, likewise, it is also accepted in terms of monthly family income and type of family across personal ability. Also, it is accepted in terms of father's occupation and type of family across social interaction and emotional stability, however, when grouped according to sibling position and father's educational attainment, the computed p-values are less than the probability values of .05, thus the null hypothesis is rejected. It is also rejected in terms of sex and father's occupation across personal ability, additionally, it is rejected in terms of



type of family and father's occupation across family and also rejected in terms of sex and monthly family income across social interaction and emotional stability.

This only means that age, mother's educational attainment and mother's occupation has nothing to do with the self-esteem of the respondents; whereas when grouped according to sibling position and father's educational attainment have something to do with the self-esteem. This only connotes that fathers' are great influence on the holistic development of the respondents.

This supports the study of Austriaco (2016) that there is really a need to addressed parents to have firm and clear value structure towards their children. This may lead to be less anxious and depressed, and have higher self-esteem. Likely, it supports the statement of Cabot(2016) wherein in mentioned that academic performance is the differentiation for individual students' abilities, and exploration of alternate methods of measuring performance, through uplifting self-esteem it can be noted that students with good academic performance can be consistent, determined, focus; good academic performance; academic performance reflects the abilities. Based from the statement it has been found that the factors like parent's education, parental occupation, type of family, family size, ordinal position and even gender and age of the child are found to have their impact on the academic performance of every pupil.

This finding leads to an implication that sibling position either being eldest who are either given the task responsibilities, or youngest who is most of the times given special attention, make one easily realize his/her self esteem. In the same manner that fathers are contributory to the development of self-esteem of their children. They have command on their children, and whatever father said is absorbed by the children, thus good comments and praises coming from fathers help them gain more self-esteem.

Considering the study of Aryana (2013) which was focused on self-esteem and including sex as one variable similarity in finding is obvious. The finding shows that no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students

#### Level of Academic Performance of the Respondents as Revealed by Their Average Grade

Table 9 presents the level of academic performance of respondents as revealed by their average grade

Table 9. *Level of Academic Performance of Pupil- Respondents as Revealed by Their Average Grade*

Average Grade	Verbal Interpretation	Frequency	Percentage
76-80	Fairly Satisfactory	46	8.10
81-85	Satisfactory	165	29.05
86-90	Very Satisfactory	288	50.70
91-95	Outstanding	69	12.15
Total		568	100
Mean	Very Satisfactory		86.75
Std. Deviation			3.64

It is noted in the table that among the 568 respondents, the highest frequency of 288 or 50.70 percent fall in the grade range of 86-90, they are followed by the 165 or 29.05 percent who obtain the grades of 81-85, followed by the 69 or 12.15 percent who obtain the grades of 91-95 and the remaining 46 or 8.10 percent for 76-80.

The mean of 86.75 percent is also obtained, and a standard deviation of 3.64 suggest that the grade distribution gaps among the learners are far. This explains that the pupils are performing very satisfactory in school.

It can be inferred that the respondents' academic performance is influenced by their self-esteem. Indeed, parents play a vital role in molding the holistic well-being of the students. It can also be implied that there are pupils who persevere and got very satisfactory performance. Furthermore, findings imply that they get their desire to study from other sources like their teachers, classmates or other family members.

This is associated with the findings of Dullas (2012) that result of the study implied that self-esteem were predictors of better performance of science high students in both English and Math subjects. In line with the results, it is recommended that teachers and parents may help students improve their esteem and not only the learning gained on the theoretical and practical applications of Math and English subjects. This is essential in the study because the absence of parents to praise the accomplishments of the children may be done to improve the academic performance of children. In fact, self-esteem can really help the students to succeed. The use of academic performance of the students was one of the reasons of similarity between the two cited studies.

#### Significant Relationship Between The Academic

## Performance and the Extent of Self-Esteem of the Respondents

Table 10 presents the results of the significant relationship between the academic performance and the extent of self-esteem of the respondents

Table 10. *Computed r-value on the Relationship between the Academic Performance and Extent of Self-Esteem of the Respondents*

<i>Extent of the Factors</i>	<i>r-values</i>	<i>p-value</i>	<i>Ho</i>	<i>VI</i>
Personal Ability	0.025	0.551	Accepted	Not Significant
Family	0.010	0.809	Accepted	Not Significant
Social Interaction	0.061	0.150	Accepted	Not Significant
Emotional Stability	0.045	0.285	Accepted	Not Significant

As depicted in the table, the hypothesis is accepted with respect to personal ability, family, social interaction and emotional stability with p-values higher than 0.05. The result revealed that self-esteem is an individual trait and that high self-esteem promotes learning, therefore emphasizing that higher self-esteem will give promising results for children since self-esteem helps uplift one's self, enhancing it will lead to better self-esteem and also reduce the risks of suffering from anxiety.

This supports the findings of Bankston & Min (2012), the modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Boosting self-esteem may not lead to improvement in academic performance. People with high self-esteem claim to be likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem. High self-esteem makes people more willing to assert their opinions. In view of high self-esteem, indiscriminate praise might just as easily promote narcissism, which is undesirable. Since both studies focus on self-esteem and academic performance, they are similar yet as to actual findings they are contradicting since the previous study revealed a significant relationship while the current finding shows no significant relationship existing.

## Conclusion

In light of the findings of the study, the foregoing conclusions are formulated: Regardless of age, education; level obtained and occupation of their mothers, the respondents are able to be moderately

calm when confronted with a problem, and relies on self-coping abilities to solve it. Students' academic performance does not rely with their self-esteem manifestations in coping day-to-day experiences.

Based on the cited conclusions, the following recommendations are offered: Students with low self-esteem may be handled and guided by the guidance counsellor individually and or group for them to learn how to boost their self-esteem Teachers may establish open communications with the student who are manifesting low self-esteem to help them cope and develop their social-being as well as trust with their relatives/guardians. The teachers may inform the relatives/guardians about the manifestation of low self-esteem of the students and inform them of their academic performance.

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## Affiliations and Corresponding Information

### Jomarie F. Julian

Morong National High School  
Department of Education - Philippines