



SELF-ESTEEM AND ITS CORRELATION TO THE ACADEMIC PERFORMANCE OF TOURISM MANAGEMENT STUDENTS

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Abstract

By analyzing the variables that influence self-esteem and academic achievement among college students, this action research seeks to identify strategies for enhancing these aspects. Upon completion of data collection and analysis, it was determined that participants, regardless of parental occupation or age, exhibit a propensity to employ self-coping mechanisms to maintain composure when confronted with adversity. Additionally, it was discovered that adolescents' self-esteem affected their academic performance. Furthermore, in an effort to augment their self-esteem, the counselor may offer individualized or group counseling to children who exhibit poor self-esteem. Educators have the capacity to aid students with diminished self-esteem in cultivating interpersonal skills and establishing connections with their families or custodians through the promotion of candid dialogue. Instances where educators inform guardians or parents of their children's academic underperformance and diminished self-worth may occur. The researchers have identified self-improvement activities that are advisable to engage in.

Keywords: *self-esteem, academic performance, self-enhancement activities*

Introduction

An individual's self-esteem, also known as self-worth or self-image, represents their overall perception of themselves (Santrock, 2011). It concerns our emotions and self-perception. This concept concerns our reflection on our physical appearance, abilities, social relationships, and future aspirations. Personal Safety Lessons (PSL) boost children's self-esteem. Personal protection pertains to every aspect of a person's growth and progress. It safeguards against physical harm, psychological anguish, and societal prejudice. The school promotes holistic development by involving students in various learning activities, emphasizing multiple components. Additionally, these variables are influenced by an individual's self-esteem, which pertains to their estimation of themselves and their degree of fondness for themselves.

It is widely acknowledged that healthy self-esteem has many positive outcomes and benefits, especially among students. Higher self-esteem is associated with reduced occurrences of insomnia, increased resistance to peer pressure, and superior academic achievement. Educators conduct a multitude of evaluations regarding the academic prowess and character of the students. Although some students have achieved distinctions and medals, a significant number of others encounter academic challenges as a result of diminished self-assurance. The investigator conducted a study to gain a deeper comprehension of the genuine needs of students and devising strategies to meet them. Conduct an inquiry into the relationship between self-esteem and academic performance while also assessing the participants' self-esteem concerning a range of determinants.

Methodology

The methodology utilized in this study comprised of Tourism management students. The participants were chosen through a simple random sampling process and furnished with the essential guidelines required to complete the questionnaire checklist utilizing Google Forms. The survey results were promptly communicated to the school administration and participants to cultivate an atmosphere of transparency and promote collaboration concerning possible next steps. Statistical instruments were utilized to interpret and analyze the data. Distributions by rank, frequency, and percentage were applied to ascertain the characteristics of the students. The respondents' self-esteem was assessed across multiple dimensions using weighted means. The Pearson correlation coefficient was applied to investigate the association between academic achievement and self-esteem.

Result and Discussion

Relationship Between Academic Performance and Self-Esteem Levels of the Respondents

Table 1. *Correlation coefficient for the association between academic performance and self-esteem level of the participants*

<i>Extent of the Factors</i>	<i>r-values</i>	<i>p-value</i>	<i>Ho</i>	<i>VI</i>
Personal Ability	0.022	0.548	Accepted	Not Significant
Family	0.012	0.812	Accepted	Not Significant
Social Interaction	0.058	0.143	Accepted	Not Significant
Emotional Stability	0.037	0.281	Accepted	Not Significant

The hypothesis is that accepted with the associated p-values exceeding 0.05 were observed with personal capability, family, social interaction, and emotional stability, as shown in the table. Self-esteem is a personal trait, and increased self-esteem promotes learning, according to the findings. As a result, this highlights the potential advantages of heightened self-esteem for children, given that it not only improves an individual's perception of themselves but also reduces the probability of developing anxiety.

The research conducted by Bankston and Min (2012) confirms that the weak correlations observed between self-esteem and academic achievement do not suggest a causal relationship whereby higher self-esteem directly influences enhanced academic performance. Elevated levels of self-esteem do not universally correlate with enhanced academic performance. Positive self-esteem is associated with greater assertiveness regarding one's attractiveness and agreeableness, stronger interpersonal connections, and the generation of more favorable perceptions of others, as opposed to low self-esteem. Individuals with higher self-esteem levels are more inclined to express their ideas with certainty. Superfluous commendation possesses the capacity to adversely affect elevated self-esteem, potentially cultivating the emergence of narcissistic attributes, which are inherently unfavorable. Notwithstanding their investigation into self-esteem and academic achievement, the two studies reach divergent conclusions. The prior inquiry identified a significant correlation, but the present study did not uncover any statistically significant association.

Conclusion

Based on the investigation's findings, it is evident that all respondents, regardless of their family background, age, or gender, demonstrate a moderate level of resilience when faced with challenges, employing self-coping strategies to overcome them. Furthermore, the study indicates that students' academic performance is not necessarily contingent on their self-confidence in handling everyday challenges. To address these findings, several recommendations are proposed: students with low self-esteem could benefit from individual or group sessions led by a guidance counselor to enhance their confidence; educators can foster trust with families or guardians and aid students in managing their social well-being by engaging in candid discussions with those experiencing low self-esteem; educators should communicate students' low self-esteem and academic difficulties to parents or guardians; a practical action plan provided by the researcher should be implemented; and future studies should explore the relationship between self-esteem and various other variables.

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