

Examining the Association of Self-Esteem to Academic Performance: A Quantitative Research of Junior High School Students in St. Michael's College

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Abstract

The quality of student's academic performance determines the effectiveness of the school. In the educational setting, resolving low confidence or negative self-perception that affect academic performance may necessitate in addressing self-esteem. The main purpose of this study was to examine self-esteem as a predictor of student's academic performance among Junior High school students in St. Michael's College. The correlational design was used followed by a quantitative approach. A stratified random sampling procedure was used in sample selection process. In all, 211 from grade 7 – grade 10 were selected to participate in the study. A research-made questionnaire was used to collect data from the respondents. The findings showed that self-esteem was highly associated with the students' academic performance. The results discovered that sex and parent's marital status of the respondents was having a significant relationship with their academic performance.

Keywords: *Academic Performance, Self-esteem*

1.0 Introduction

Self-related views turn out to be a crucial issue in education because of its impact on students' behavior as well as their academic performance (Tus, 2020). One of the psychological perceptions about oneself is the self-esteem. Since our educational situation today is not the same as it was in 2019, when we still had face-to-face classes. The recent outbreak has had an impact on traditional learning methods at academic institutions all around the world (Mailizar, 2020). As a way to continue their education, schools, colleges, and universities have changed to blended learning where students meet face-to-face and also meet through online (Mali et al. 2021). Online learning is helping students and teachers stay healthy throughout the pandemic, but it is not as successful as customary learning (Bestiantono et al. 2020).

Moreover, the distance learning has caused students' motivation to learn to be lessened in such situations since they are constantly facing on the screen that only contains the writing every time (Toquero, 2020). Online learning does not give students the freedom to explore their comprehension of the content. Research on student. According to Emmanuel (2014), an interrelationship exists between basic education students' motivation, self-concept, and academic achievement. According to the findings, self-concept and academic performance are inextricably related.

In light of this, the researchers aim to examine the self-esteem and academic performance of the Junior High School students who are officially enrolled in St.

Michael’s College Basic Education Department, Barangay San Miguel, Iligan City for the school year 2022-2023. The findings of this study will help students get the support they need, which will help them create a positive self-perception as an intervention program.

1.1 Objectives of the study

This study investigated the relationship between self-esteem and academic performance of the junior high school students. Specifically, this study sought to answer the following questions: (1) What is the demographic profile of the respondents?; (2) What is the level of self-esteem of the respondents in terms of self-confidence and self-depreciation?; (3) Is there a significant difference in the level of self-esteem when grouped according to their profile?;(4) What is the level of academic performance of the respondents?;(5) Is there a significant difference in the level of academic performance of the respondents when grouped according to their profile?;(6) Is there a significant relationship between the level of self-esteem and academic performance of the respondents?;(7) What intervention program could be made based on the findings of the study?

2.0 Methods

This study used a correlational research design to analyze the relationship between self-esteem and a student's academic performance. To run the test on the two variables in the research, two inventories were chosen. The respondents of this study were two hundred eleven (211) junior high school students enrolled in St. Michael's College during the school year 2022–2023. They were then asked to complete two standardized tools to analyze and measures to gather data needed in this study.

Rosenberg Self-Esteem Scale by Morris Rosenberg (1965) is a modified standardized instrument and was adopted in this study to measure respondents' level of self-esteem. It was created to assess the self-report measure that was originally developed to gather data on adolescent level of self-esteem and self-worth. It has since become one of the most widely used measures of adult self-esteem.

Frequency and percent were both specifically utilized in this study to describe the respondents’ profile in terms of sex, age, parent's monthly income and parent’s marital status. Mean and standard deviation were used to describe and measure the average location and variation of the respondents’ self-assessment on their level of self-esteem. Independent T Test and Analysis of Variance (ANOVA) was also utilized in testing the significant difference of the respondents’ profile when classify according their profile. Lastly, the Spearman Rho Correlation was employed to determine the significant difference on the level of academic performance of the respondents when grouped according to their profile.

3.0 Results and Discussion

The study's results and findings are presented chronologically based on the objectives stated herein.

Table 1
Frequency and Percentage Distribution of the Respondents’ Profile

Profile		Frequency	Percent
Sex	Female	105	49.8
	Male	106	50.2
Age	Below 12 years old	43	20.4
	13 years old	57	27.0
	14 years old	44	20.9

	15 years old	38	18.0
	16 years old	25	11.8
	17 years old and above	4	1.9
Parents	Single	66	31.3
Marital	Married	132	62.6
Status	Widowed	13	6.2
Family	Less than Php 10,957	35	16.6
Monthly	Between Php 9,520 to Php 21,194	26	12.3
Income	Between Php 21,194 to Php 43,828	45	21.3
	Between Php 43,828 to Php 76,669	19	9.0
	Between Php 76,669 to Php 131,484	13	6.2
	Without Knowledge	73	34.6

Table 1 shows the respondent’s profile, it shows in the table that 50.2% or 106 respondents were male while 49.2% were female. This implies that there are more male students than female students. According to the record of registrar in St. Michael’s College Basic Education, there are more male students enrolled in the school than female students. In the research from Mendoza (2022), it is stated that there are 2.97 million enrolled junior high school students for the school year 2022 – 2023. And as for Kemp’s (2022) article, it is stated that 49.8 percent of the Philippine’s population is female, while 50.2 percent of the population is male.

In terms of Age, it shows that fifty-seven of the respondents are 13 years’ old which is 27% of the population. 14 years old having forty-four (20.9%) and below 12 years old having forty-three (20.4%). The data presented implies that most of the respondents belong to 12-14 years old. This means that the respondents are mostly in Grade 7 to Grade 8 students and are in Early Adolescence stage. According to Erik Erikson's Psychosocial Development Theory, this stage of development is the stage where adolescents need to develop a sense of self and a personal identity while negotiating and struggling with social interactions, fitting in, and developing a sense of morality. This stage is known as Psychosocial Stage 5 Identity vs. Role Confusion and occurs between the ages of 12 and 18. Failure results in role confusion and a weakened sense of self, but success results in the capacity to stay loyal to oneself.

Overall, sixty-two-point six percent (62.6%) of all respondents reported that their parents are married at the time of survey. 31.3% of respondents report they were having a single parent and small percentage reported having a widowed parent (6.2%). Based on the results, it appears that most of the parents of the respondents are married. Marriage generally provides emotional, social, and financial support between married couples, increasing their happiness. It is thought to be a significant predictor of wellbeing. Contrarily, being single may make who are not yet married less happy. (Ndayambaje, et al. 2020).

In terms of family monthly income, 34.6% of the respondents has no knowledge about their parent’s monthly income. This implies that parents do not share often about their monthly income to their children. On the other hand, 21.3% of the respondent’s family monthly income are in between Php 21,194 to Php 43,828. Based on the findings, it appears that the majority of respondents' family income belong to the middle-income class families. Middle class people live easily and can fulfill their needs. They are neither rich nor poor (Kumar, 2022). Families who earn between two and twelve times the poverty line are considered to be in the middle-income class. If a family of five

earned between PHP 20,000 and PHP 115,000 per month in 2017 (PIDS, 2018), it was deemed middle class.

Table 2
Level of Self-esteem of the Respondents

Indicators	Mean	SD	Qualitative Interpretation
1. On the whole, I am satisfied with myself.	2.06	.772	Normal
2. At times I think I am no good at all.	1.07	.790	Low
3. I feel that I have a number of good qualities.	1.09	.681	Low
4. I am able to do things as well as most other people.	1.84	.788	Normal
5. I feel I do not have much to be proud of.	1.48	.875	Low
6. I certainly feel useless at times.	1.17	.861	Low
7. I feel that I'm a person of worth,	1.88	.720	Normal
8. I wish I could have more respect for myself.	2.32	.780	High
9. All in all, I am inclined to feel that I am a failure.	1.44	.905	Low
10. I take a positive attitude toward myself.	.93	.778	Low
Over-all Mean	1.58	.441	Normal

As shown on the Table 2, the overall mean score is 1.58 which is qualitatively interpreted as “normal”. The results can be inferred that the majority of the respondents manifested less low self-esteem and more on normal self-esteem due to their optimism towards themselves. Early school years, are thought to be the most important stage in the formation of self-esteem of children. That is why parenting is crucial for children to develop a healthy self-esteem (Orth, 2018). The success orientation of positive self-esteem makes them more engaged and persistent and more likely to exhibit adaptive cognitive and emotional reaction to challenges (Orth & Robins, 2022).

Meanwhile, the indicator (8), “I wish I could have more respect for myself.” had the highest mean score of 2.32 which is qualitatively interpreted as “high”. On the level of self-esteem report, it also shows the indicator ten (10), “I take a positive attitude toward myself.” had the lowest mean score of 0.93 which is qualitatively interpreted as “Low”.

According to the findings, the respondents' self-perception and dependence on an external locus of control are considered to be below the average. Low self-esteem is not in and of itself a mental health issue. But there may be a connection between mental health and self-esteem. A person with low self-esteem perceives themselves as insufficient, unacceptable, undeserving, unlovable, and/or inept; this way of thinking permeates all facets of their lives. Low self-esteem is always formed in childhood, when a person is still forming an initial perception of how they fit into the world as a person (Sorensen, 2014). The findings can be also inferred according to the research of Ramos-Daz et al. (2017), that there is relevance on self-perception and happiness, students not only can do better academically but also have higher levels of confidence and feel more loved and appreciated. The latter boosts one's sense of self-worth. Moreover, those with better self-concept perceptions also experience more happiness and affection in life than those who have lower self-view (Berge, C. et al. 2014).

Table 2.1

Level of Self-esteem of the Respondents in terms of Self-confidence and Self-depreciation

Scoring Scale	Self-Esteem			
	<i>f</i>	%	<i>M</i>	<i>QI</i>
0 - 14	84	39.8	11.42	Low Self-esteem
15 - 25	122	57.8	18.30	Normal Self-esteem
26 - 30	5	2.4	26.40	High Self-esteem
Total	211	100.0	15.75	Normal Self-esteem

Taking a closer look at the table 2.1 the total mean is 15.75, qualitatively interpreted as Normal Self-esteem. The overall finding justified that most of the Junior Highschool students in St. Michael’s College have normal self-esteem level on the Rosenberg self-esteem scale. Thad at would mean that there are indications that the respondents have positive self-esteem, who are happy with who they are, relates well with others, feels optimistic about the future and are confident of their abilities. In this respect, the findings are supported by previous evidence that suggests that adolescents that have a heightened perception of self-esteem have better stress management, better response to failure, higher persistence in complex task and in general, better response to schoolwork (Goycolea et al. 2018). On the other hand, according to Newar & Devi (2022) low self-esteem can put students at risk for a number of mental health concerns. Divorce, violence, racism, neglect, poverty, a natural disaster, being bullied, or being treated badly are all examples of difficult life events that can lead to low self-esteem (Newar & Devi 2022).

On the other hand, indicator number four (4), “My mother makes most of the decisions about what I can do,” displayed the lowest mean of 3.00 (*SD* = 1.052; *Moderate*), which implies that their parents still make decisions about what they do but not all the time. After all, they were still given a chance to make decisions for themselves. In the same manner, Katkar (2017), suggested that the ability to make decisions is a skill that should be taught to children, thus parents should allow this to happen, but only when the child is ready and only for non-critical matters. Parents should let their children make decisions for themselves so they may experience what the world is truly like and learn what it's like to have the world in their hands.

Table 3

Results of the Analyses on the Respondents’ Level of Self-esteem When Classified According to Their Profile

Profile		Self-esteem		Statistical Value (t-test/F-test)	p-value
		<i>Mean</i>	<i>QI</i>		
Sex	Female	15.46	<i>N</i>	-.972	.332
	Male	16.05	<i>N</i>		
Age	Below 12 years old	16.33	<i>N</i>	.305	.910
	13 years old	15.67	<i>N</i>		
	14 years old	15.25	<i>N</i>		
	15 years old	15.97	<i>N</i>		
	16 years old	15.65	<i>N</i>		

Parents	Single	16.45	N	1.316	.271
Marital	Married	15.48	N		
Status	Widowed	14.92	N		
Family	Less than Php 10,957	14.49	N	1.775	.119
Monthly	Between Php 9,520 to Php 21,194	17.50	N		
Income	Between Php 21,194 to Php 43,828	15.78	N		
	Between Php 43,828 to Php 76,669	15.89	N		
	Between Php 76,669 to Php 131,484	14.23	L		
	Without Knowledge	15.96	N		

Qualitative Interpretation (QI): N – Normal Self-esteem

Table 3 shows the results of the Analyses on the Respondents’ Level of Self-concept when classified according to their profile. Based on the findings, there is no significant difference of the respondents’ level of self-esteem when classified according to their profile. By this data, we are going to accept our null hypothesis. The results also imply that sex, age, parent’s marital status, & family monthly income was not significantly associated with the respondents’ self-esteem. Male respondents reported a higher mean score of 16.05 which means that male tend to have higher self-esteem than female. Men typically have higher levels of self-esteem than women, and self-esteem tends to increase with age across the board (Bleidorn, 2016). Respondents reported a higher mean score of 16.33 with the age 12 years’ old which implies that these respondents have a higher self-esteem than the 13-16 years old respondents. During early adolescence, self-esteem increases, and by young adulthood it decelerates, nonetheless, there is no discernible difference between male and female self-esteem, in contrast to popular opinion either of those stages of life, based on research presented at the American Psychological Association's annual conference (2011).

In terms of parent’s marital status, respondents reported higher mean score of 16.45 on having a single parent. This implies that these respondents having single parent have higher self-esteem than those respondents’ parents were married and to those who have widowed parents’ marital status. A study of Orth (2018) suggest that family environment in early childhood significantly predicted self-esteem as children grow up. Although the effects are smaller, the effects were still present during young adulthood. Respondents in terms of family monthly income reported a higher mean score of 17.50 on income between Php 9,520 to Php 21,194. This implies that students with lower middle income have a higher self-esteem than students who are middle-income and high-income families. The likelihood of greater self-esteem and life satisfaction increased with income similar as the risk of having poor self-esteem and life satisfaction increased as income decreased (Bannink et al., 2016)

Table 4
Results of the Analyses on the Respondents’ Level of Academic performance in terms of General Point Average

	Interpretation	Frequency	Percent
GPA			
90 and above	(<i>Outstanding</i>)	64	30.3
85 – 89	(<i>Very Satisfactory</i>)	89	42.2
80 – 84	(<i>Satisfactory</i>)	51	24.2
75 – 79	(<i>Fairly Satisfactory</i>)	7	3.3
74 and below	(Did Not Meet Expectation)	0	0.0
Total		211	100.0

In table 4, results show that 42.2% of the respondents were found high at 85-89 grade bracket and are classified as having “Very Satisfactory” performance in their academics. This could mean that most of the students are motivated, confident, are able to participate most of the time in class activities and are performing well in their class. There are numerous personal and family factors that could affect the student’s motivation and their overall performance in school, such as socioeconomic issues, English proficiency, and class attendance (Sothan, 2019). In addition to these factors, there is also parental involvement, study time habits, and instructional abilities that linked to students' academic performance as well (Mushtaq & Khan, 2012).

Meanwhile, there are only 3.3% of the respondents were found to have “Fairly Satisfactory” having 75-79 grade point average. This can be implied that there are only few who are non-participative and has low interest in their classwork or even less motivated. There are various factors inside and outside school that contribute for the quality of academic performance of students. The key aspect for students to effectively show their quality performance in their academic are the educators (Farooq et al. 2011). They also concluded that the higher level of socio-economic status is the best indicator for contributing towards quality of students’ achievement beside the other school factors, peer factors and student factors.

Table 5
Results of the Analyses on the Respondents’ Level of Academic Performance When Classified According to Their Profile

Profile		Grade Point Average				Statistical	
		90 and above	85 - 89	80 - 84	75 - 79	Value	p-value
Sex	Female	44	47	12	2	24.857	<.001**
	Male	20	42	39	5		
Age	Below 12 years old	18	21	4	0	19.402	.196
	13 years old	16	23	15	3		
	14 years old	12	19	12	1		
	15 years old	12	13	12	1		
	16 years old	6	12	6	1		
	17 years old and above	0	1	2	1		
Parents Marital Status	Single	22	30	14	0	16.783	.010*
	Married	41	56	30	5		
	Widowed	1	3	7	2		
Family Monthly Income	Less than Php 10,957	8	15	8	4	15.246	.434
	Between Php 9,520 to Php 21,194	11	12	3	0		
	Between Php 21,194 to Php 43,828	15	16	13	1		
	Between Php 43,828 to Php 76,669	6	7	6	0		
	Between Php 76,669 to Php 131,484	4	5	4	0		
	Without Knowledge	20	34	17	2		

The table 5 shows that there is a significant difference on the level of academic performance of the respondents when grouped according to their profile, by this result

we are going to reject our null hypothesis. In terms of sex, forty-four females are on 90 and above grade point average (which is “Outstanding”) whereas the male only having twenty. The other forty-seven females are on 85-89 grade point average (Very Satisfactory) and males having forty-two. The data can be implied that females are more academically competent and do have higher academic performance than male.

There is a glaring gender difference in academic success between males and females, according to educational data and international media, with boys falling short of girls in terms of subject grades, secondary school graduation, and enrollment and completion at the university level. (Parker, 2018). During the past few decades, more women have been admitted to professional institutions, particularly in developing nations (Trick et al. 2006) (as cited in Faisal et al. 2017). There are a lot of factors and perspective relating the male being underachievement. For example, researchers Hartly and Sutton (2013) examined the factors of male being underachievement and revealed that there is stereotype threat related to male being underachievement. When taught that guys often do lower performance than girls in writing, reading, and mathematics, young children were likewise susceptible to stereotype manipulation. In contrast, they also discovered that when the male students were informed that they performed academically just as well with girls, their performance improved as well.

In terms of parent’s marital status, 56 of the students that have married parents reported high in the 85-89 (Very Satisfactory) grade point average bracket. This result can be implied that having a healthy relationship within a complete family promotes the student a high academic performance in school. Most parents want their children to succeed in school but are often unaware that family life itself has a significant impact on their child’s academic performance (Fagan et al., 2011). Previous research has found a direct association between academic performance and the family, with regard to family size, socioeconomic status, educational environment at home and parental marital status (Mutisya et al., 2016). For example, Chen (2017), who stated that higher levels of self-worth due to adolescents’ high levels of parent-adolescent relationships will result in better academic engagement and grades. It is consistently indicated in current research that individuals with non-married parents perform more poorly academically in comparison to individuals with married parents (Wells, 2021). According also to the Brookings Institution (as cited in Tabbada et al. 2022), children raised by married parents do better at school, develop stronger cognitive and non-cognitive skills, are more likely to go to college, earn more, and are more likely to go on to form stable marriages themselves.

Table 6
Results of the Analyses on the Respondents’ Level of self-esteem and Academic performance

Variable		Correlation Coefficient	p-value
Academic Performance	Self-esteem	0. 156	.024*

In table 6, it shows the findings of the respondents’ level of self-esteem and academic performance of the junior high school students. The results show that there is a significant relationship between the level of self-esteem and academic performance of the respondents with a p – value of .024, by this data, the null hypothesis is rejected. The

results imply that academic performance is highly associated by the level of self-esteem of the students. In relation to this, a lot of studies have discovered the association between academic performance and self-esteem. Self-esteem is a crucial academic construct in the process of education, according to Ahmad et al. (2013). In their study "Relationship between Self-Esteem and Academic performances of Students from the Government Secondary Schools." It has been established that there is close relationship between self-esteem and academic achievements of the students. Additionally, they stated that it is considered as one of the key elements influencing the students' learning outcomes in school. Lim and Lee (2017) also who further stated that self-esteem as a fundamental psychological component, can function as an incentive for academic engagement.

Students who have high level of self-confidence are performing well in school since they can easily complete their schoolwork and are not hesitant to participate in all activities (Moneva & Tribunal 2020). They can be open to different possible acts that are meaningful to them since they have self-confidence. Confidence is one of the personality factors that may influence learning because confident individuals have faith in their abilities and maintain a good attitude even when confronted with a problem they have never faced before (Yaniawati et al., 2020).

On the other hand, students who lacked confidence in themselves are afraid to participate in any activity resulting in poor performance in class. Al-Hebaish (2012) for example, examined the correlation between self-confidence and achievement in oral performance, they discovered that the lack of general self-confidence resulted in lack of interest to strive for high quality performance. Less confident learners were not certain of their abilities which turned in to low levels of academic achievements. For athletes' students, this attitude is noticeable because they are most likely to suffer from a variety of negative career situations, including injury, nonacceptance, and retirement (Cunningham & Turner 2016).

3.1 Intervention Program

Rationale

This intervention program was developed and design with the desire of the researchers to easily facilitate the students from St. Michael's College in determining the influence of Self-esteem to the Academic performance among Junior high school students school year 2022-2023. The plan was conceptualized based on the findings of the study. As stated in the early chapter, the self-perceptions of the students should be guided for them to achieve positive attitude and perception towards self instead of poor self-view. To make this possible, persons involve should work cohesively in offering the students the assistance they needed in terms of boosting their self-esteem and also provide students in maintaining and improving their academic performance.

This intervention plan is to be implanted in the St. Michael's College Basic Education Department and will be pursued after the approval of School Administration. The aims of this intervention plan are to provide a positive outlook to the junior high school students that would serve as benefit to the students, schools and parents.

General objectives:

1. To provide program aligning to the needs of the Junior High school students that would help increase their level of self-esteem and improving their academic performance;
2. To involve families and teachers in the different activities which will enhance their level of self-perception and consciousness in taking care of themselves; and
3. Strengthen their self-esteem that shall serve as their motivational function in school that will make them explore their full potential.

4.0

Area of Concern	Objectives	Person Involved	Activities	Performance Indicators
Self-esteem	Create action plans to combat self-esteem Create affirmations Reflect on What’s important to them Identify meaningful goals Reflect on their character strength Accept Failure	Respondents School Teacher in charge Guidance Counselor	Designing Affirmation Worksheet “Daily Goal Setting for the week” Activity “What’s the worst and best that could happen?” Activity Self-awareness seminar	90% - 100% Attendance of the students
Academic Performance	Provide assistance to students in improving academic performance To develop awareness of one study habits to let the students construct a schedule of activities that include study habits.	Respondents School Teacher in charge Guidance Counselor	Homeroom guidance on avoiding academic failure Academic Assessment: Study habits	90% - 100% Attendance of the students

Conclusion

The researcher has come to the conclusion that academic institutions, parents, and teachers in particular should recognize the significance of improving students' self-worth, self-confidence, and self-image. This will be a huge assistance to the junior high school students who are stressed out from their schoolwork (Essel and Owusu, 2017). In this search, esteem needs and self-worth would help them strive to overcome their curriculum’s challenges. Reinforcing these self-related views might inspire them to work hard and succeed in collage. Additionally, this might improve their capacity for

initiative and career achievements in the future. Moreover, the students also displayed normal and high levels of self-esteem while still establishing their sense of identity. These may be credited to their cultivation by their families, the excellence of the curriculum, and the practice of the school had introduced to them. The level of the academic performance manifested that the mean score of the respondent's academic performance was "Very Satisfactory". Furthermore, no respondent's grade fell short of what the school required. This implies that the respondents did well in their classes.

5.0 Recommendations

The researcher recommended that parents and school staff will keep an eye on the children while they look for their identities and give them the support and direction they need. In order to maximize their learning experience and improve the student's academic performance in class, educators should also develop supplementary programs for the right guidance of their students and make progress on the learning activities and teaching-learning plan. The researchers believe that this study will be helpful to the following groups of people:

To the School Administrator. The school administration will be aware of the student's challenges at school. As a result, this research could serve as a foundation for a school administrator to build an action plan to aid in the reduction of academic stress and self-development among students.

To the School Guidance Personnel. The study's findings serve as a reference for them to respond appropriately to life stress and developmental challenges that students confront, to aid and counsel students on academic and personal matters offer private counseling to students, assess their aptitude and potential. The study's findings can be used as a foundation for a counseling intervention program by a Guidance Counselor.

Students. They will be guided on managing and handling their academic performance and developing and strengthening their self-esteem with the assistance of the psychological intervention provided by the researchers.

Future Researchers. They could continue their investigation and evaluate the indication of self-esteem among junior high students' academic achievement. And can connect the knowledge gaps and change the work by providing solutions to previously unknown questions.

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