

LEVEL OF SELF-ESTEEM AMONG JUNIOR HIGH SCHOOL STUDENTS IN KALANGYAWON NATIONAL HIGH SCHOOL

DOI: 10.5281/zenodo.18717944

Vegean Clear Mangyao

Student Researcher, Kalangyawon National High School, Schools Division of Carcar City, Philippines

Mae Ray Jen Lawas

Student Researcher, Kalangyawon National High School, Schools Division of Carcar City Philippines

Stephen Baybayanon

Student Researcher, Kalangyawon National High School, Schools Division of Carcar City Philippines

Abstract

This study explores the effect of self-esteem level of junior high school students in Kalangyawon National High School. To conduct the research, 140 students from junior school have been selected as a sample. The descriptive method has employed using the adopted survey questionnaire of Sorensen. To assess the level of self-esteem among students, the researcher has calculated their level of self-esteem by frequency and percentage. The results of the study revealed that most of the students in Junior High School in Kalangyawon National High School have a severely low self-esteem with 98.57 percent. Hence, the study examined that improving students' self-esteem through family support, peer relationships and school activities can foster better academic outcomes. Thus, the intervention plan of this study is recommended to provide quality educational development of the students.

Keywords : Self-Esteem, Junior High School, Kalangyawon National High School, Carcar City Division.

Introduction

Self-esteem is the cornerstone of an individual's self-image, encompassing their sense of self-respect and value. Braden (1992) says that 'Self-esteem is a powerful force within each one of us. It is a vital aspect for overall mental and emotional well-being, influencing a person's confidence and ability to pursue meaningful goals. Essentially, self-esteem is the foundation upon which a healthy and fulfilling life can be built. It plays a crucial role in our everyday lives, as it defines how we think, act, and feel. It is an essential factor in developing strong and lasting relationships with others and plays a significant role in our personal growth and fulfillment. Hence, it is essential to cultivate positive self-esteem to thrive in society. Our self-esteem plays a vital role in our mental wellness and overall well-being, affecting both our self-perception and social interactions. Self-esteem is essential for high school students to have positive mental health, good relationships, and success in various pursuits. It can bring numerous changes to their life. The high school students with higher self-esteem are more likely to develop a better understanding of their strengths, skills, and abilities, while those with lower self-esteem can be hesitant to try new things or take risks. Higher self-esteem also allows for better decision making, as these students are more likely to be aware of the consequences of their actions.

Ultimately, self-esteem can be a powerful factor in the lives of high school students, providing them with an improved sense of self-worth and confidence. In general, the high school stage of a student's life is classified as 'adolescent'. During this time, most of the students experience various physical and emotional changes due to hormonal imbalances. These imbalances often lead to decreased levels of self-esteem, which can have a serious impact on their academic performance, mental health, and social interactions. As a result, it is important to recognize the significance of self-esteem among high school students, and to find ways to boost their self-confidence and improve their overall mental health. Self-esteem can have a wide range of effects on students. Positive or negative feelings towards oneself can be defined as 'self-esteem'. Rosenberg (1965) defines self-esteem as positive or negative orientation toward one's self and the overall evaluation of one's self-worth. He stresses that there are two distinct dimensions of self-esteem:

competence and worth. Self-esteem also can be viewed as an evaluative judgement reflecting the individual's sense of self-worth. Singh (2015) states, 'Self-esteem is the positive or negative evaluation of the self. It is an important component of psychological development and is influenced by experiences, relationships, and successes. Singh (2015) also states that the development of self-esteem begins during early childhood and may be affected by parents, teachers, peers, and other influences. High levels of self-esteem can lead to healthy functioning and well-being, while low levels can lead to poor self-image, difficulty with decision making, and negative emotions. Self-esteem can vary greatly among individuals and is often reflective of the level of confidence that a person has in their abilities. Self-esteem is a major factor in personal growth and development. In this light, it is imperative to explore the level of self-esteem among high school students. It is also pertinent to find out the factors influencing the self-esteem of the students.

Review of Research Literature

In the research literature, there are various definitions describing self-esteem. One definition of self-esteem is the set of positive or negative evaluations of individuals about their own selves (Erzen, 2017). Another describes self-esteem as an evaluation one makes about oneself, based on one's self-worth (D'Mello, Meena, & Pinto, 2018). Still another definition describes self-esteem as more about perception rather than reality (Zeigler-Hill, 2013). For example, it can refer to a person's belief about whether or not he or she is intelligent and attractive, but it does not necessarily identify whether the person actually possesses those traits (Baumeister, Campbell, Kreuger, & Vohs, 2003). As related to this research snapshot, self-esteem refers to the overall sense of confidence a person has in their worth and abilities.

Throughout the research literature, some researchers have argued whether there is a direct relationship between academic achievement and self-esteem. For example, some researchers found self-esteem and academic performance to be interrelated factors (D'Mello, Meena, & Pinto, 2018). While other researchers argue, there is a linear relationship between self-esteem and academic achievement (Erzen, 2017). That is, as self-esteem increases, academic achievement also increases, and vice versa. Other research studies find the relationship between self-esteem and academic performance to be inconsistent and varying across population groups (Booth & Gerard, 2011). For example, one study of 838 students in the United States found a significant relationship between self-esteem and academic achievement for seventh grade students, but not ninth grade students included in the same study (Booth & Gerard, 2011). While there are mixed research findings regarding possible connections between self-esteem and academic performance, there are also mixed research findings regarding the nature and strength of the relationship between the two variables. Some researchers assert there is a weak-to-moderate correlation between self-esteem and academic performance (Baumeister, Campbell, Kreuger, & Vohs, 2003) (Booth & Gerard, 2011). That is, there is not strong evidence indicating that high self-esteem leads to good academic performance. However, other researchers assert there is a linear connection between students' self-esteem and academic performance (Erzen, 2017). In reviewing the research literature from an overall perspective, the consensus seems to be there is some relationship between self-esteem and academic performance; however, that relationship is inconsistent depending upon what factors are involved.

Self-esteem is an important human fundamental concept that plays an important role in a person's growth, development, and quality of life. A person's self-esteem shapes that person's beliefs which in turn shape their actions, and these actions in turn shape their social reality and the social realities of the people around them (Baumeister, Campbell, Kreuger, & Vohs, 2003). It is within those social realities that a person tends to view himself or herself as having low or high self-esteem. The next section discusses the concept of low and high self-esteem and their potential link to academic performance.

Methodology

This study was employed a descriptive research method to determine the level of self-esteem among junior high school students at Kalangyawon National High School. The descriptive method is appropriate as it aims to systematically describe the self-esteem levels of students based on collected data without manipulating variables.

Results

The level of Self-Esteem among junior high school students

Level of Self-Esteem	Frequency (f)	Percentage (%)
Mild Low Self-Esteem	1	0.71
Moderately Low Self-Esteem	1	0.71
Severely Low Self-Esteem	138	98.57
Total	140	100

It presents the level of self-esteem among the junior high school students in Kalangyawon National High School. The findings reveal that an overwhelming majority of students (98.57%) fall under the category of severely low self-esteem, indicating a significant concern regarding their confidence and self-perception. Only a minimal percentage of respondents reported experiencing mild low self-esteem (0.71%) and moderately low self-esteem (0.71%), while none were classified as having fairly good self-esteem (0%). The results suggest that self-esteem issues are prevalent among the students surveyed.

The dominance of severely low self-esteem may be influenced by various factors, including academic pressures, social comparisons, personal insecurities, and environmental influences such as family background and peer interactions. This could potentially impact their motivation, academic performance, and overall well-being. Given these findings, interventions such as parent-child programs, counseling sessions, and confidence-building activities should be considered. Teachers and school administrators can play a crucial role in fostering a supportive environment where students feel valued and encouraged. Addressing these concerns is essential in promoting a more positive self-concept and enhancing students' overall academic and personal growth.

Discussion

The elucidations of this study reveal a stark contrast of students' level of self-esteem. A disturbing 98.57% of students exhibit severely low self-esteem. The findings of the study reveal a concerning trend regarding the self-esteem levels of junior high school students at Kalangyawon National High School. Based on the results, an overwhelming 98.57% (138 out of 140 students) fall under the category of severely low self-esteem, while only 0.71% (1 student each) exhibit mild low and moderately low self-esteem. These figures indicate that nearly all surveyed students struggle significantly with self-esteem issues. The prevalence of pervasive self-esteem deficiencies implies that extrinsic factors beyond academics may be undermining students' self-perception and emotional stability. The cumulative pressures stemming from academic expectations, social comparisons, familial influences, and peer interactions may contribute to students' diminished self-regard. Chronically low self-esteem can cultivate self-doubt, heightened anxiety, and diminished motivation, which, in turn, inhibit students from actualizing their full potential. While academic proficiency is demonstrable, students struggling with fragile self-worth may exhibit hesitation in engaging in class discussions, reluctance to assume leadership roles, and an aversion to exploring novel learning opportunities, thereby impeding both their intellectual and personal development.

Implementing this intervention requires a structured, multifaceted approach that integrates academic support with psychological well-being. The researchers will facilitate a Parent and Child Engagement Program designed to enhance students' self-confidence and academic performance. This program will incorporate interactive counseling sessions, parent-child engagement workshops, and personalized self-empowerment activities to cultivate a supportive home and school environment. Parents play a crucial role in reinforcing positive self-concept and resilience in their children. Through guided workshops, they will learn effective strategies for providing emotional and academic support, fostering open communication, and encouraging a growth-oriented mindset. Meanwhile, students will participate in confidence-building activities, mentorship sessions, and motivational exercises that equip them with the skills needed to overcome self-esteem challenges. By addressing both academic and psychological aspects simultaneously, this intervention aims to bridge learning gaps, strengthen parent-child relationships, and create a nurturing support system. Ultimately, the program seeks to develop well-rounded individuals who are equipped for both academic excellence

and real-world challenges.

Conclusion

Self-esteem has a profound impact on the way students behave, think, and perform in every aspect of their lives. Therefore, building a healthy self-image is essential for them to achieve success in education, social relationships, and personal growth. Various factors have contributed to shaping the self-esteem of junior high school students in Kalangyawon National High School. There are different factors such as peer pressure, family upbringing, parental expectations, and academic performance that have all had an effect on the self-esteem of the students in Kalangyawon National High School. The reasons for students' high or low level of self-esteem are also many in terms of the nature of the schools. The factors associated with high and low self-esteem among students in the government-run school are different from those in the private school. The high school student generally belongs to the adolescent period, and self-esteem affects their lives in different ways, which may determine their academic performance, mental health, relationships, and personal development. Self-esteem has a huge role to play in the live of students. Hence, it is of utmost importance for all the stakeholders to motivate the students to have high self-esteem and progress in their lives for a better society

References

- Anup Das, (2024), Factors Influencing The Self-Esteem Among High School Students: A Case Study Of Shiksha Valley School And Barbaruah Girls High School In Dibrugarh District Of Assam.
<https://kuey.net/index.php/kuey/index>
- Birittany, D. M.-A., & Cooley, M. E. (2020). Examining individuals level academic risk and protective factors for foster youth: School engagement, behaviors, self-esteem, and social skills.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.690828/full>
- Caspi, A. (2015). Low self-esteem is related to aggression, antisocial behavior, and delinquency.
<https://www.sciencedirect.com/science/article/pii/S0190740920301201>
- Hoxha, L. (2018). Self-esteem, study skills, self-concept, social support, psychological distress and coping mechanism effects on test anxiety and academic performance.
<https://link.springer.com/article/10.1007/s10671-010-9087-0>
- Jablanskey, S. (2022). Peer social acceptance and academic achievement.
<https://www.sciencedirect.com/science/article/pii/S0145213421002143>
- Kobusingye, L. (2021). Cognitive based classroom streaming and self-esteem among secondary school students in Lira District.
<https://journals.sagepub.com/doi/abs/10.1177/027243169401400207>
- Menter, M. (2024). Assessment of students' academic performance in primary and lower secondary education: A analysis of influencing factors
<https://journals.sagepub.com/doi/abs/10.1177/0001699311431595>
- Stiller, J. D. (1994). Representations of relationships to teacher, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, 14(2), 177-196
[https://www.cell.com/heliyon/fulltext/S2405-8440\(24\)00415-8](https://www.cell.com/heliyon/fulltext/S2405-8440(24)00415-8)