

## Self-Esteem and Academic Performance of Senior High School Students: Basis for the Development of Self-Enhancement Activities

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**Abstract:** This action research discovers how the self-esteem and academic performance of a senior high school student can be enhanced considering the factors behind each respondent. This study was conducted in Morong National High School - Senior High School, Morong, Rizal to Grade 11 students. They were described in terms of age, sex, parents' occupation, and type of family. A researcher-made questionnaire checklist was utilized to determine the self-esteem of the respondents.

After the data gathering and analysis, it is found out that regardless of age and occupation of their parents, the respondents can be moderately calm when confronted with a problem and rely on self-coping abilities to solve it and that self-esteem has an impact on students' academic performance. Moreover, students with low self-esteem may be handled and guided by the guidance counselor individually and or in group for them to learn how to boost their self-esteem.

Teachers may help develop open communications with the students who are manifesting low self-esteem and make them cope and develop their social-being, and trust with their relatives/guardians. However, teachers may inform the relatives / guardians about the manifestation of low self-esteem of the students and inform them of their academic performance. The proposed self-enhancement activities prepared by the researchers may be considered for utilization. Parallel studies may be initiated to identify the extent of the effects of self-esteem using other variables.

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

**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. It is said to be an institution responsible for the development of children holistically, has been a great value and acknowledgment all over the world, and it is regarded as a pillar of all national growth and development. A child's progress should not only be visible on the traditional academic milestones of intellect, but rather it should also be evident in different aspects of life such as physical, emotional, and psychological (Mahaguay 2020, Sullano et al. 2020). These aspects are emphasized in school where students are engaged in different learning activities that would lead to holistic development, and all these aspects are also influenced by self-esteem.

Self-esteem is the totality of a person's view of himself or herself which can also be referred to as self-worth or self-image (Santrock, 2011). It is how we think and feel about ourselves. It refers to how we reflect on our appearances, abilities, relationships with others, and our aspirations for the future.

As stated on DepEd, Order No. 40, s. 2012 also known as Child Protection Policy (CPP) was created and being 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 of a growing individual. It is guarding him/her against physical abuse, emotional disturbance, and even social discrimination. All these aspects are emphasized 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 an individual's feeling about himself and how much he/she likes himself. It is believed that having healthy 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, and are most likely to perform better academically.

In schools nowadays, teachers have so many observations regarding students' personality and academic performance. Yes, there are numbers of students who received awards and were recognized as honors, yet there are still a big number of students who cannot even perform better because of less self-confidence.

Having this observation, the proponent comes up with a study having believed that this study 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.

Specifically, this paper seeks to determine the self-esteem of the respondents as perceived by the different aspects and to know the relationship that exists between the self-esteem and the level of academic performance of the respondents.

### **Theoretical Framework**

This study was banked on the theory which is related to self-esteem and performance of Senior High School students. The researcher's reference is the Theory of Hierarchy of Needs by Abraham Maslow (2019-Kindle Edition). According to Maslow, self-esteem needs are 4th in the hierarchy. Maslow divided it into self-respect and respect for others. The satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity, and the feeling of being useful and necessary in the world. The frustration of these needs leads to feelings and attitudes of inferiority, ineptness, weakness, passivity, and dependency. These negative self-perceptions give rise to basic discouragements, a sense of futility and hopelessness in dealing with life's demands, and low evaluation of self vis-à-vis others. This condition is most likely able to lead

to poor performance due to lack of drive as learners tend to fear their abilities.

This theory emphasizes that each level is characterized by specific needs that must be satisfied before attaining the next level. Being able to satisfy the different stages will result in self-actualization. Among these needs is self-esteem. Maslow explains that the need for self-esteem is preceded by the satisfaction of the physiological needs, safety, and security, love and belongingness.

### **Methodology**

The participants of this study were the Senior High School students of Morong National High School. The 568 Grade 11 students from 20 different sections under the different strands were randomly chosen by the researcher from Academic and Technical-Vocational and Livelihood Track. These participants were chosen through a simple random sampling technique and were asked to answer the questionnaire checklist through google docs.

In order to ascertain the self-esteem and academic performance of the respondents, a descriptive survey was used. According to Calmorin (2017), it is concerned with the prevailing or existing status of an event or problem. 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 of Morong National High School. Documentary analysis was likewise used since the average grades of the students for the first semester of the school year 2019-2020 were used to determine the academic performance.

This action research was conducted during the Second Semester, Quarter 1 of the school year 2019-2020. For this action study to be successful, permission from the different authorities was acquired from the immediate coordinators and school head. The data that were acquired from the respondents was used for and only for this action research with the utmost confidentiality.

After the conduct of the study, results were reported immediately to the school administration including the respondents to establish transparency and to collaborate on a possible plan of action.

For analysis and interpretation of data, statistical tools were considered. To determine the profile of the students, frequency, percentage, and rank distribution was used. To determine the self-esteem of the respondents as perceived by themselves with respect to the different aspects, a weighted mean was utilized. To determine the level of academic performance of respondents as revealed in their average grades, the mean and standard deviation was used. To determine the

significant relationship between the extent of self-esteem and the level of academic performance of the respondents, Pearson-r correlation was utilized.

**Body/Findings-**

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

**Table 1**  
**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	
<b>Total</b>	<b>568</b>		<b>100</b>	
Sex	F		%	
Male	201		35.39	
Female	367		64.61	
<b>Total</b>	<b>568</b>		<b>100</b>	
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
<b>Total</b>	<b>568</b>	<b>100</b>	<b>568</b>	<b>100</b>
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	
<b>Total</b>	<b>568</b>		<b>100</b>	

It can be gleaned from the table that most of the respondents are females whose ages are mostly 17 years old. In terms of their parent's occupation majority of the father of the respondents are with "other" occupations, followed by fathers who are drivers with 134 or 23.59 percent while only 14 or 2.46 are unemployed. As to the mother's occupation, most of them are housewives with 233 or 41.02 percent while only a few are in the medical field with 7 or 1.23 percent.

The finding shows that no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is an important factor and strengthen the prediction of academic achievement in students.

**2. Extent of Self-Esteem of the Respondents as Perceived by the Respondents in Terms of Personal**

**Ability, Family, Social Interaction, and Emotional Stability?**

**Table 2.1**

**The Extent of Self-Esteem of the Respondents with respect to Personal Ability**

PERSONAL ABILITY I...	$W^{\bar{x}}$	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
<b>Overall <math>W^{\bar{x}}</math></b>	<b>3.68</b>	<b>Often</b>	

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.” ranked first with a 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 a 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

The similarity between the two studies is obvious since both reflect how personal abilities influence and become ways to the development of self-esteem.

**Table 2.2**

**The Extent of Self-Esteem of the Respondents with respect to Family**

FAMILY My.../I...	$W^{\bar{x}}$	VI	Rank
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
<b>Overall <math>W^{\bar{x}}</math></b>	<b>3.93</b>	<b>Often</b>	

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 a 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 a weighted mean of 2.97 and verbally interpreted Sometimes.

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

This implies 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 with 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 negatively.

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 2.3**

**The Extent of Self-Esteem of the Respondents with respect to Social Interaction**

SOCIAL INTERACTION	$W\bar{x}$	VI	Rank
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
<b>Overall <math>W\bar{x}</math></b>	<b>3.75</b>	<b>Often</b>	

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.” ranked first with a 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 a 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 a 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 in the idea that both consider 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 2.4**

**The Extent of Self-Esteem of the Respondents with respect to Emotional Stability**

Emotional Stability	$W\bar{x}$	VI	Rank
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
<b>Overall <math>W\bar{x}</math></b>	<b>3.86</b>	<b>Often</b>	

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 a verbal interpretation of Often. The table displays that among the items, item number 3 “I am aware of my mood.” is ranked first with a weighted mean of 4.08 verbally interpreted Often while last in rank is item number 9, “I can handle stress.” with a 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 feelings of self-worth. When self-esteem is higher, a 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 studies parallel.

**Table 2.5**  
**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
<b>Composite WX</b>	<b>3.81</b>	<b>Often</b>	

The summary shows that the 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 are 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.

The similarity lies in 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.

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

**Table 3**  
**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
<b>Total</b>		<b>568</b>	<b>100</b>
<b>Mean</b>	Very Satisfactory		<b>86.75</b>
<b>Std. Deviation</b>			<b>3.64</b>

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 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 suggests that the grade distribution gaps among the learners are far. This explains that the pupils are performing very satisfactorily 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 a 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 the result of the study implied that self-esteem was a predictor 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.

The use of the academic performance of the students was one of the reasons for the similarity between the two cited studies.

### 4. Significant Relationship Between The Academic Performance and the Extent of Self-Esteem of the Respondents

**Table 4**  
**Computed r-value on the Relationship between the Academic Performance and Extent of Self-Esteem of the Respondents**

Extent of the Factors	r-values	p-value	Ho	VI
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 null hypotheses was tested and it was found out that the hypothesis is accepted with respect to personal ability, family, social interaction, and emotional stability with p-values higher than 0.05. It was also found out that there is no significant relationship between the extent of self-esteem and their level of academic performance as revealed by their average grades.

The results shows 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 an 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. Given 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.

### 5. Self-Enhancement Activities to Enhance the Self-Esteem and Academic Performance of the Senior High School Students

Based on the findings, the researcher crafted self-enhancement activities to enhance the self-esteem and academic performance of Senior High School students.

Activity	Objectives	Persons Involved	Timeline	Budget/Fund	Success Indicator
<b>The 3S of Life</b> -An E- Learning seminar on Self-love, self-care and self-worth-	-To improve students' well-being, increase confidence and motivation, deepening and improving relationship with others. -To develop positive attitudes toward school and toward lifelong learning. -To develop awareness of and sensitivity to issues of cultural and gender equity.	•Senior High School Students •Teachers •Designated Guidance	December 2020 – March 2021	P 10,000 / Student Development Fund / MOOE	At least 90% of the students participated in the e-learning seminars
<b>The Wrinkled Heart</b> (Self-esteem Card Making)	-To promote educational success, including high school graduation. -To express positive feelings about themselves and others. -To appreciate positive traits in others. -To practice appropriate use of social media and mobile tech tools.	•Senior High School Students •Teachers •Designated Guidance	February 2021	P 3,000 / Student Development Fund / MOOE	At least 90% of the students participated in the card making activity
<b>Family Feud</b> (Online family competition of talents and skills)	- To exhibit pride in their own unique families -To showcase talents and skills of students with his/her family -To promote camaraderie and bonding within the family members	•Senior High School Students •Family Members •Teachers •Designated Guidance	March 2021	P 10,000 / Student Development Fund / MOOE	At least 75% of the students participated in the card making activity
<b>Self-Esteem Check-up</b> Administration of Self-Esteem	-To determine what aspect of life does a student needs assistance.	•Senior High School Students •Teachers •Designated Guidance	November to March 2021	P 3,000 / Student Development Fund / MOOE	100% of students

**Conclusions-** In light of the findings of the study, the foregoing conclusions are formulated:

1. Self-esteem does not rely on age, sex, occupation of parents of the respondents alone. Respondents were able to be moderately calm when confronted with a problem and relies on self-coping abilities to solve it.
2. Having a healthy self-esteem can increase confidence of students, but academic performance does not rely on their self-esteem manifestations in coping with day-to-day experiences.

**Recommendations-** Based on the cited conclusions, the following recommendations are offered:

1. Students with low self-esteem may be handled and guided by the guidance counselor individually and or in groups for them to learn how to boost their self-esteem.
2. 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.
3. The teachers may inform the relatives/guardians about the manifestation of low self-esteem of the students and inform them of their academic performance.
4. The proposed action plan prepared by the researcher may be considered for utilization.
5. Parallel studies may be initiated to identify the extent of effects of self-esteem using other variables.

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