

Factors Affecting Students' Self-Esteem and Its Influence on their Academic Performance

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ABSTRACT

This study determined the different factors affecting students' self-esteem and its influence on their academic performance in Vitali Central School during school year 2025-2026. . Using a descriptive-correlation research design, the study involved 50 Grade 6 as respondents . A total enumeration was used. A validated questionnaire was used to assess students' different factors that affect their self-esteem, while their graded point average during the first grading period served as indicators of academic performance. Statistical tools such as weighted mean and Pearson's correlation coefficient were employed for data analysis. Results revealed that there was no significant relationship between the different factors affecting students' self-esteem and their academic performance. The findings imply that positive and constructive feedback from teachers greatly influences the students' level of self-esteem. In addition, students perform fairly well academically, meeting the expected level of competence but still have room for improvement in their overall academic achievement. While self-esteem is important for students' personal and emotional well-being, it may not directly influence or determine their academic grades. Other variables, such as study habits, motivation, or learning environment, might have stronger effects on students' performance in school.

Based on the results, it is recommended that the Department of Education may strengthen existing programs and policies that promote the holistic development of learners, focusing not only on academic achievement but also on students' socio-emotional growth. Training and seminars on enhancing teachers' feedback practices and promoting positive teacher-student relationships may be provided to ensure that educators are equipped to build learners' self-esteem effectively. School Principals. School administrators may implement initiatives that create a supportive and inclusive school climate where students feel valued and confident. Principals may encourage teachers to use recognition systems, counseling programs, and classroom management approaches that boost students' self-esteem and motivation toward learning. Teachers may encouraged to continue providing constructive and motivating feedback to students. They may recognize students' efforts and guide them positively, helping them build confidence in their academic abilities. Teachers may also be sensitive to students' emotional needs and promote activities that strengthen peer interaction and collaboration in class. Parents may provide consistent emotional and moral support to their children at home. Establishing open communication, giving praise for achievements, and offering encouragement during challenges can strengthen a child's self-esteem and sense of belonging. Parents may also work closely with teachers to monitor their child's academic progress and emotional well-being. Students may encouraged to maintain a positive attitude toward learning and to value self-improvement rather than comparing themselves with others. They may seek guidance when struggling academically or emotionally and engage in healthy social relationships that nurture confidence and self-worth. Peers play an essential role in shaping self-

esteem. Classmates and friends may encouraged to show empathy, kindness, and respect toward one another. Building a culture of support and encouragement within the classroom can help reduce insecurity and promote mutual growth among students. Future studies may consider including a larger population or using different grade levels to further validate the findings. They may also explore other variables such as motivation, emotional intelligence, study habits, or socio-economic background to determine other possible factors influencing students' academic performance and self-esteem.

CHAPTER I

Background of the Study

Self-esteem is one of the foundations of academic success; it is a solid foundation upon which to build learning. The difficulty in dealing with children who lack self-esteem is rebuilding their faith in themselves, so they continue despite academic setbacks. A program is not necessary to foster self-esteem; yet, teachers create self-esteem on a daily basis, in the course of their everyday interactions with students. Amador, et al (2025).

According to Butler, et.,al., (2022), supportive family relationships and warm teacher-student relationships consistently buffer against low self-esteem and poor mental health; peer support also protects, but the relative weight of each source varies by age and context. Teacher feedback quality (supportive vs punitive) also matters for school-related self-esteem.

Academic achievement can be measured in several ways for most of educational institutions use grading system an indicator of students' academic achievement. Therefore, grades are certainly the most well-known indicator of academic achievement and thus grades are the student's "score" for their classes and overall tenure, Okorie (2014).

Students with strong positive peer relationships reported higher levels of motivation to excel academically. Wenzel, (2022). A study conducted by Mulaudzi (2025) These findings showcase the intricate relationships between various internal and external factors and their influence on students' academic performance. They highlight the significance of positive peer relationships, effective teaching practices, family involvement, resource accessibility, and other key elements in shaping students' learning experiences and outcomes. They provide valuable insights for educators, parents, and policymakers to develop strategies and interventions that foster an environment conducive to academic success.

It has been observed that students at Vitali Central School exhibit a range of self-esteem levels, influenced by factors such as peer relationships, family support, and academic performance including academic pressure, social comparison, access to extracurricular activities, social acceptance, and body image. Positive peer relationships and a sense of belonging appear to contribute to high self-esteem for some students, while others experience social exclusion or bullying, leading to lower self-esteem. Student who received strong emotional support and encouragement from their families tend to exhibit higher self-esteem. However, despite the varied factors, there is limited research-based evidence documenting which specific factors affect self-esteem of the students.

This study aims to address a gap in the existing research by investigating the unique factors that influence self-esteem among students at Vitali Central School and its' influence on their academic performance during the first grading period of school year 2025-2026.

Statement of the problem

This study aimed to determine the factors affecting the self-esteem of the students and their academic

performance during the first grading period of school year 2025-2026.

1. What are the factors affecting the self-esteem of the students in terms of:
 - Family Support
 - Peer Relationship
 - Teacher Feedback
 - Academic Workload
2. What is the level of students' academic performance in terms of:
 - Graded Point Average (GPA)
3. Is there a significant relationships between the factors affecting the self-esteem of the students and their academic performance?

Significance of the Study

This study on the different factors affecting students' self-esteem and its influence on their academic performance is important to various stakeholders in the educational system. The findings may provide valuable insights that can help promote students' confidence, motivation, and overall learning success.

Department of Education (DepEd) Officials. The results of this study can serve as a valuable reference for the Department of Education in designing programs and policies that enhance learners' socio-emotional well-being. By understanding the factors that influence self-esteem, DepEd officials can integrate supportive interventions into the curriculum and implement mental health and guidance initiatives that promote both academic achievement and personal growth.

School Heads. For school administrators, the findings can guide them in creating a school environment that fosters positive self-concept and student confidence. Policies on student engagement, recognition programs, and teacher-student relationships can be strengthened to cultivate a culture of support and inclusivity that boosts learners' self-esteem and academic success.

Teachers. The study's findings can help teachers understand how classroom climate, feedback, and instructional strategies can affect students' self-worth and motivation. Teachers can use the results to adopt approaches that are affirming, encouraging, and responsive to students' emotional needs, thereby improving their academic performance and overall well-being.

Parents. Parents can benefit from the study by gaining awareness of the role of family support, parenting style, and communication in shaping their children's self-esteem. The findings can encourage parents to provide a nurturing and affirming home environment that promotes both confidence and scholastic achievement.

Students. For learners themselves, this study can help them become more aware of the factors that influence their self-esteem and how it relates to their academic performance. By understanding these dynamics, students can develop coping strategies, self-awareness, and resilience to overcome academic and personal challenges.

Future Researchers. This study can serve as a reference for future research on self-esteem and academic performance. It may provide baseline data or inspire further investigations into related variables such as motivation, peer relationships, or mental health, thereby contributing to the growing body of educational psychology literature.

Scope and Limitation of the Study

This study focused on determining the different factors affecting students' self-esteem and its influence on their academic performance. The investigation was conducted in one public elementary school located approximately seventy-three (73) kilometers away from Zamboanga City proper. For

confidentiality and ethical purposes, the name of the school will be coded as Public Elementary School X.

The respondents of the study consisted of Grade 6 pupils from Section A, who were selected through total enumeration, meaning that all students in the section were included as participants. The respondents were also be coded SA to maintain anonymity and protect their identities.

The study covered variables related to factors influencing self-esteem such as family support, peer relationships, academic environment, and individual characteristics, as well as their corresponding effects on students' academic performance. The research was limited to the selected group of Grade 6 pupils only and will not include other grade levels or schools within the division.

Since the study relied on self-reported data gathered through survey questionnaires, responses may be influenced by the pupils' level of understanding and honesty. Likewise, the findings only reflected the situation of the identified school and may not be generalized to all schools in Zamboanga City or other areas.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presented the basis review of related literature, theoretical framework, conceptual framework, the hypothesis, the operational definition of key variable and other terms.

Related Literature

Foreign

Self-Esteem

According to Orth and Robins (2019), self-esteem is a person's subjective evaluation of their worth as a human being, encompassing beliefs about oneself as well as emotional states such as triumph, despair, pride, and shame.

On the other hand, it is described as a relatively stable sense of personal worth or value that influences how individuals think, feel, and behave across situations, Trensneiwski and Donnellan, (2017).

Villodres, et.,al., (2023) defined self-esteem as a multidimensional construct reflecting individuals' self-perceived competence and self-worth, shaped by internal factors and environmental contexts such as school type and lifestyle behaviors.

Family Support

Family support refers to the emotional, academic, financial and logistical assistance provided by the family to the student in relation to their schooling. Internationally, family support is described as including academic actions (e.g., assisting with homework, ensuring study space) and affective actions (e.g., praising effort, encouraging progress) which help to enhance student motivation and performance, Katee (2025).

Smith et al, 2025 explored how supportive family environments contributed to enhanced quality of life (QOL) among young individuals. They found that emotional support, encouragement, and a sense of belonging were pivotal in improving the life satisfaction of youth. Around this time, Jones and Brown examined the link between family dynamics and psychological well-being (PWB), while concluding that a nurturing family environment developed resilience, self-esteem, and coping strategies, all of which played a crucial role in supporting psychological health. Later, Garcia et al. extended those findings by investigating the mediating role of family relationships in the connection between QOL and PWB. They demonstrated that positive family relationships enhanced QOL while strengthening its impact on PWB

by acting as a vital intermediary. Also, the longitudinal study of Chen et al, showed that well-functioning family dynamics over time predicted higher levels of QOL and PWB in youth. This aspect reinforced the importance of family support (FS) as a cornerstone of youth well-being.

Peer Relationship

Peer relationships refer to the social interactions, friendships, and associations that students form with classmates or individuals of similar age, which influence their attitudes, motivation, and behaviours in the academic context. A recent study defined peer relationships as “the social interactions and connections that individuals establish with their peers, including interpersonal relationship, social emotion, communication interaction” (2024).

According to Sullivan (2023), being accepted by peers and establishing close relationships or “chumships” with peers are intrinsic needs of children during the period of childhood and preadolescence. Although Sullivan emphasizes peer relationships mainly in terms of their functions in the development of a sense of well-being or self-validation, the needs for peer affiliation and belongingness may motivate children to modify their behavior to conform to peer norms.

Teacher Feedback

Teacher feedback encompasses the responses, comments, corrections, encouragement and suggestions provided by the teacher to a student about their academic tasks (classwork, homework, assessments) intended to guide improvement and reinforce learning. In literature, feedback is defined as “information provided by an agent (e.g., teacher, peer, book, parent) regarding aspects of one’s performance or understanding.” (see Hattie & Timperley etc.) Although a specific local Philippine definition is less cited, teacher feedback is widely regarded as a significant instructional strategy that fosters student learning and achievement.

Feedback refers to the objective description of a learner’s performance, which is intended to guide future performance (Narciss, 2008). It involves helping learners evaluate the quality of their performance and identify if they have met their goals, while also giving them advice on how they can improve in the future (Hattie & Timperley, 2007; Shute, 2008). Feedback gathers information about a learner’s efforts and the gap between their actual and desired levels (Kluger & DeNisi, 1996; Shute, 2008). Its primary purpose is to help learners adjust their thinking and behaviors to achieve improved learning outcomes and successfully reach their goals (Shute, 2008; Chappuis et al., 2012).

Effective feedback in education means telling students what they did right and wrong in a way that helps the learner better. It is important to give feedback right after students show what they have learned to make it more helpful. Furthermore, feedback should be different for each student, taking into account their unique needs and ways of learning (Foster, 2013)

Academic Workload

Wang and Littlewood (2021) discovered that too many tasks demotivate pupils, and a boring teaching style makes the class more complicated to understand. Although effort is acceptable, excessive extracurricular activity might distract from academics (Mason, Ronconi, Scrimin, & Pazzaglia, 2022). Chen et al.,(2022) emphasized that overloading pupils with courses can cause academic fatigue and exceed physical limits. Technological integration offers potential relief from high workloads, as efficient digital tools enable students to manage time and academic responsibilities better, ultimately helping reduce fatigue (Akram et al., 2022).

Graded Point Average (GPA)

Academic performance (also called academic achievement) is defined as the extent to which a student

has attained their short- or long-term educational goals, commonly measured by examinations, continuous assessments, grades, or other academic indicators. For instance, Sharrock (2018) described academic performance as how well a student does in school courses such as social studies, English/ELA, sciences and mathematics (and potentially additional electives).

In Malaysia, researchers evaluate the student academic performance based on CGPA (Ervina and Othman, 2005; Manan and Mohamad, 2003 and Agus and Makhbul, 2002). In addition, a study in the United States by Nonis and Wright (2003) also evaluate student performance based on CGPA

Local

Self-Esteem

Moneba, et.,al., (2020) described self-esteem an important aspect of personality for Filipino students, wherein it is treated as an individual trait influencing one's engagement with social media and image making.

An article written by Reyes, (2020), focusing on Filipino active duty military personnel, self-esteem is defined as the extent to which an individual feels worthy of respect from others and competent to face challenges and it is characterized as a dynamic aspect of self-image wherein an individual constantly evaluates himself in relation to his society.

Furthermore, Hernandez, et.al., (2019), states that self-esteem is a personal opinion of an individual about himself/herself and the appreciation of his/her worth. It refers to an accurate, justified, balanced appreciation of one's worth as a person. However, it can also refer to an inflated, grandiose, unwarranted sense of conceited superiority over others.

Family Support

In Philippine literature, family support is often described as the help provided by parents or other family members in relation to the child's studies, including emotional, educational and financial support, Shahzad et al., (2015).

Although Filipino parents across all social class levels typically regard education as essential to their children's success and are willing to go to great lengths to help their children through school, retention is a major concern in Philippine school, as many students do not continue past their elementary grades (Blair, 2014).

Peer Relationship

Teacher Feedback

Philippine studies reflect similar patterns: teacher comments that emphasize mastery, give clear corrective guidance, and encourage effort are linked with higher grades and better task performance among elementary pupils. Local research also shows that poorly delivered feedback (vague praise or only negative corrective comments) can harm pupils' self-esteem and reduce engagement. Practitioners therefore advocate teacher training on feedback strategies to maximize positive academic and socio-emotional effects, Santos (2019).

Academic Workload

Academic pressure has been a constant in education for decades, contributing to the intense pressures students face, the student workload they manage, and the current student stress statistics reflecting stressful adolescents. From the days of rigorous exams and academic workloads to today's competitive college admissions, students face immense academic stressors and an academic burden impacting their academic performance. This overwhelming stress can affect mental health, relationships, and overall well-being, highlighting keywords academic stress and the need for stress management programs, as

shown by current student stress statistics. The quest for high grades often overshadows learning. Many feel trapped in a cycle of anxiety and burnout, impacting student mental health. Understanding this issue is crucial as it shapes the academic experience for millions of students. We'll explore the roots of academic pressure and its impact on students today.

Philippine-based investigations similarly report that excessive or poorly sequenced assignments increase student stress, absenteeism, and lower performance in elementary and secondary settings. Local authors recommend clearer workload guidelines, alignment of activities, and stronger teacher-parent communication about task expectations to prevent negative consequences for pupils' wellbeing and school achievement, Guerrero (2023).

Teacher workload policy reviews Tarraya, (2023) — Show that workload policies affect teacher wellbeing and by extension classroom delivery and pupils' learning experience. Philippine papers recommend workload alignment and coordination to avoid negative student outcomes.

Graded Point Average (GPA)

Grades earned from completed subjects are a common objective indicator of academic performance. More than their numerical values, grades have social and cultural meanings. For instance, high grades are indicative of hard work, conscientiousness, resilience, and persistence (Lee, Baring, & Sta. Maria, 2016).

Related Studies

Foreign

Self Esteem

Foreign empirical studies and syntheses consistently report that higher self-esteem is associated with greater academic engagement and, indirectly, better academic performance. For example, Acosta-Gonzaga (2023) found that students with higher self-esteem showed higher academic engagement, which mediated their academic outcomes; meta-analytic work likewise reports a small-to-moderate positive relationship between self-esteem and achievement across age groups and contexts. Other international studies identify self-esteem as part of broader socio-emotional models (often combined with self-efficacy and executive functions) that explain variance in school achievement. Local Philippine research mirrors these patterns: recent school-based and university studies report positive correlations between pupils' self-esteem and their grades, and highlight classroom recognition, peer acceptance, and family encouragement as important sources of pupils' self-worth. Several Filipino theses and action research projects further document that interventions targeting self-concept (peer support, teacher praise, parent involvement) produced measurable gains in engagement and subject grades among elementary and secondary learners.

Family Support

Cluster and district studies (Julian 2023; Boligao 2025; local theses) — Philippine studies consistently find that family support, teacher feedback, positive peer relationships, and higher self-esteem are associated with higher grades and subject performance.

Lincoln and Chae (2012) found that frequent emotional support from family is related to a decreased likelihood of a depression diagnosis, and reported satisfaction with received social support is associated with less severe depressive symptoms (Haines et al. 2008).

Peer Relationship

According to (Juvonen et al., 2012; Gremmen et al., 2018) peer relationship can exert a direct influence on learning engagement. Fredricks et al. (2019) have suggested that support from peers aligns with

greater learning engagement. Similarly, Kiefer et al. (2015) have pointed out that support from peers can exert a profound influence on students' learning engagement. When students can get support from their peers, they are more likely to feel confident in learning; on the contrary, when students have less support from their peers, they are more likely to feel afraid to accomplish tasks, which lessens their learning engagement (Juvonen et al., 2012; Geven et al., 2013; Shin and Chang, 2022).

In addition, Furrer et al. (2014) have reported that the quality of students' relationships with peers is a fundamental substrate for the development of learning engagement. It is reported that high-quality friendship is protective against being conflicted, rejected, and bullied, which promotes engagement in learning (Terlektsi et al., 2020). Hence, it could be argued that adolescents with sound peer relationship are likely to engage in learning. Based on this view, the following hypothesis is proposed.

Empirical evidence suggests that strong, positive peer relationships are significantly associated with higher academic achievement, sometimes more closely than parent-student or teacher-student relationships.

In Jagobiao National High School, it has been observed that students belong to a specific peer group. This peer group might help the students to improve their work on the performance task. Also, it is one of the sources of motivation for some students in doing well on their tasks. This study aims to examine the relationship between peer influence and performance tasks. This research paper specifically focuses on how peer influence is related to the performance task.

Local Filipino research also supports the peer effect. Several school-based studies in the Philippines indicate that pupils who associate with academically motivated classmates tend to perform better; conversely, peer groups that prioritize non-academic activities correlate with lower achievement. Philippine researchers therefore recommend peer-led study groups and structured cooperative learning as ways to harness peer influence for improved performance Jlaquin (2023).

Teacher Feedback

Meta-analytic and synthesis studies identify teacher feedback as one of the most powerful instructional influences on learning when it is specific, timely, and actionable. Wisniewski et al. (2020) in a large meta-analysis showed that effective feedback improves achievement, motivation, and task persistence; however, the effect depends on feedback quality (clarity, focus on task/process, encouragement of self-regulation). John Hattie's Visible Learning synthesis likewise places feedback among the top influences on student achievement when implemented well.

Teacher feedback is crucial for students' learning and reading skill development, fostering reader self-concept (Afflerbach, 2022, Lee et al., 2017) and agency (Black and Wiliam, 2009, Clark, 2012, Rodgers, 2018). Feedback also plays a key role in guiding students to understand what they are doing well, identifying areas for improvement, and learning how to develop as readers – specific processes that support their growth in these areas (Black and Wiliam, 2018).

Academic Workload

International research indicates that academic workload has mixed effects: well-designed and moderate workloads can promote learning, but excessive or poorly coordinated workload is a key stressor that undermines mental health, concentration and performance. Pandemic-era studies especially documented that spikes in uncoordinated online assignments increased stress and reduced learning gains. Philippine studies reflect similar concerns: multiple local investigations report that heavy or poorly sequenced school tasks during remote and blended learning increased student burnout, fatigue and concentration problems, which in turn harmed academic performance. Local policy reviews and university studies

recommend clearer workload limits, coordination among teachers, and streamlined tasks to protect learners' wellbeing and optimize learning outcomes. Barbayannis, G., Christopoulos, A., & Paraskeva, F. (2022).

Wang and Littlewood (2021) discovered that too many tasks demotivate pupils, and a boring teaching style makes the class more complicated to understand. Although effort is acceptable, excessive extracurricular activity might distract from academics (Mason, Ronconi, Scrimin, & Pazzaglia, 2022). This fatigue is also caused by instructor's preparation and evaluation time, which can influence their well-being and teaching efficacy (Bardach, Klassen, & Perry, 2022). Chen et al. (2022) emphasized that overloading pupils with courses can cause academic fatigue and exceed physical limits.

Grade Point Average (GPA)

Grade point average (GPA) can be understood as a multidimensional and broad construct that includes both cognitive and socioemotional components (Brookhart et al., 2016; Hasl et al., 2019). According to Hasl et al. (2019), GPA may have greater predictive power than mental ability and personality alone because it also involves socioemotional skills. GPA remains an important indication of an individual's human capital because it signals the amount of effort an individual is willing to invest into goal achievement (Komarraju & Nadler, 2013; Ng & Feldman, 2014b). A higher GPA indicates a person's consistent academic performance, discipline, time management, and dedication (Al-Asmar et al., 2021), all of which are crucial for career success (Ng et al., 2005). Moreover, GPA is frequently utilized as a recruitment selection criterion, with individuals holding higher GPAs being more likely to obtain crucial positions for career success (Imose & Barber, 2015). While existing research has addressed the role of GPA for career success, its usefulness as a predictor of career success has been debated and empirical findings remain inconclusive.

Local

Self Esteem

Local (Philippine) studies echo these findings but often emphasize contextual factors (family support, teacher behavior, and community norms) that shape pupils' self-views. For instance, Boligao (2025) reported a positive association between self-esteem and academic performance among Filipino learners, noting that classroom recognition and peer acceptance were important contributors to pupils' self-worth and subsequent achievement. These local studies suggest that interventions to raise self-esteem (peer support programs, positive reinforcement from teachers, parental involvement) can lead to measurable improvements in school engagement and grades.

Family Support

Family interaction establishes a foundation for learning at home. Parents are children's first teachers and the chief designers of children's daily curricula. Parents make decisions about what to communicate and how to communicate with their children on a daily basis. Parental involvement has been defined and measured in multiple ways, including activities that parents participate in at home and at school, as well as positive attitudes that parents have toward their child's education.

It is known that family support (or the lack of it) plays a role in the development of other mental health conditions. For example, family support is known to mediate the relationship between suicidal ideation and cocaine use such that higher use of cocaine was less likely to choose family as a source of support (Tarantino, Kuperminc, Parrott, & Latzman, 2013).

Peer Relationships

Recent international work highlights the importance of peers: peer relationships are often as influential

— and sometimes more influential — than adult relationships for students’ motivation and achievement. For example, Shao et al. (2024) found that positive peer relationships enhance academic achievement through increased learning motivation and engagement; a 2023 *Frontiers* review similarly reported peer-relationship measures to have strong associations with achievement across contexts. Studies show academically oriented peers raise expectations and study behaviours, while antisocial peer groups predict disengagement.

Academic Workload

International research indicates that academic workload has mixed effects: well-designed and moderate workloads can promote learning, but excessive or poorly coordinated workload is a key stressor that undermines mental health, concentration and performance. Pandemic-era studies especially documented that spikes in uncoordinated online assignments increased stress and reduced learning gains. Philippine studies reflect similar concerns: multiple local investigations report that heavy or poorly sequenced school tasks during remote and blended learning increased student burnout, fatigue and concentration problems, which in turn harmed academic performance. Local policy reviews and university studies recommend clearer workload limits, coordination among teachers, and streamlined tasks to protect learners’ wellbeing and optimize learning outcomes, Gómez, et.,al., (2025).

THEORETICAL FRAMEWORK

This study is anchored on Coopersmith’s Self-Esteem Theory , which explains that self-esteem is a personal judgment of worthiness expressed in the attitudes an individual holds toward themselves. According to Coopersmith, self-esteem is not an inherited trait but rather a product of one’s experiences and interactions with significant people and the environment. He identified four major factors that contribute to the development of self-esteem: significance, competence, power, and virtue.

Significance refers to the sense of being loved, accepted, and valued by important individuals such as family members, teachers, and peers. When students experience consistent support and encouragement from these groups, they are more likely to view themselves positively. Competence pertains to the feeling of being capable and effective in performing tasks or meeting expectations. For students, this is reflected in their ability to accomplish academic tasks successfully and gain recognition for their efforts. Power involves the degree of influence or control an individual feels they have over their environment and personal circumstances. In the classroom, students who are given opportunities to make decisions, express their opinions, and participate in learning activities tend to develop higher self-esteem. Lastly, virtue relates to the individual’s adherence to moral and ethical standards. Pupils who believe that they are doing what is right and acceptable within their community are more likely to maintain a positive self-view.

In the context of this study, Coopersmith’s theory provides the basis for understanding how various factors—such as family relationships, peer interactions, teacher feedback, and school environment— affect the self-esteem of Grade 6 pupils. These factors can either strengthen or weaken a child’s perception of their self-worth, which in turn influences their academic performance. Students with high self-esteem are generally more motivated, confident, and persistent in facing academic challenges, while those with low self-esteem may exhibit anxiety, lack of confidence, and poor performance.

Thus, the framework of Coopersmith’s Self-Esteem Theory supports the assumption that a student’s self-esteem is shaped by both personal and environmental factors, and that this self-perception plays a crucial role in determining academic outcomes. It serves as the guiding foundation for analyzing the

relationship between the identified factors affecting students’ self-esteem and their corresponding performance in school.

Conceptual Framework

The framework below shows the factors affecting self-esteem of the grade 6 students and its influence on their academic performance in terms of graded point average (GPA) during the school year 2025-2026.

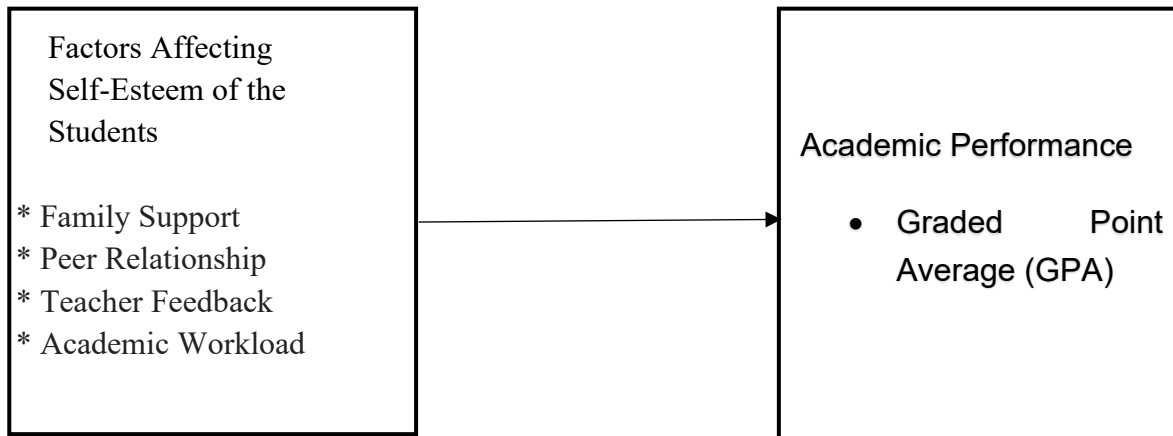


Figure 1. The Conceptual Framework of the Study

The framework illustrates the relationship between factors affecting self-esteem of the students, in terms of family support, peer relationship, teacher feedback and academic workload, serve as the independent variable. On the other hand, academic performance of the students in terms of graded point average (GPA)—serves as the dependent variables. The researcher assumes that there is no significant relationship between the different factors affecting self-esteem of the students and their academic performance.

Hypothesis

This study was guided by the hypotheses below;

1. There is no significant relationship between the different factors affecting the self-esteem of the students and their academic performance.

Operational Definition of Key Variables and other Terms

Self-Esteem. In this study, self-esteem refers to the students’ overall perception of their worth and confidence in their abilities. It will be measured using a researcher-made self-esteem scale, where higher scores indicate a stronger sense of self-worth and self-confidence.

Family Support. It refers to the extent of emotional, financial, and motivational assistance that students receive from their family members. It was measured through students’ responses to survey items that assess parental involvement, encouragement, and communication.

Peer Relationship. It pertains to the quality of students’ social interactions and sense of belonging with classmates and friends. It was measured based on indicators evaluating acceptance, trust, cooperation, and emotional connection among peers.

Teacher Feedback. It refers to the information, comments, or suggestions provided by teachers regarding students’ performance and learning process. It will be measured by the frequency, clarity, and constructiveness of feedback as perceived by the students through a questionnaire.

Academic Workload. It refers to the amount of academic tasks and learning activities assigned to students, such as projects, homework, readings, and examinations. It was measured by students' self-assessment of time spent and perceived difficulty of their academic performance.

Academic Performance. It refers to the level of students' achievement in their subjects, as reflected by their test results, class participation, and overall grades. It was operationalized through the students' graded point average (GPA) during the first grading period.

Grade Point Average (GPA). It refers to the numerical representation of students' overall academic performance, computed by dividing the total grade points earned by the total number of subjects taken. It served as the quantitative indicator of academic achievement in this study.

Chapter III

RESEARCH METHODOLOGY

This chapter presents the methodology employed in the study, including the research design, respondents, research locale, research instrument, data gathering procedure, statistical treatment of data, and ethical considerations.

Research Design

This study employs a descriptive correlational design as it aimed to determine the factors affecting the self-esteem of the students and their academic performance. The descriptive aspect was able to identify and describe the different factors affecting the self-esteem of the students, while the correlational component will determine the relationship between the factors affecting the self-esteem of the students and their academic performance.

This design was appropriate as it provided both a factual account of the graduates' current employment conditions and a statistical analysis of the relationship among variables (Creswell, 2021).

Research Locale

The study was conducted in one of the Department of Education (DepEd) public rural central schools located approximately seventy-three (73) kilometers away from the city proper. The school is strategically situated along the highway, making it accessible and reachable through all forms of transportations. Established in 1943, the institution has long served as an educational center for learners in nearby barangays and communities.

At the time of the study, the school was composed of thirty-four teaching and five non-teaching personnel, all working under the supervision and management of one (1) school principal. The school caters SNED, kindergarten to elementary learners with grade six pupils serving as the respondents for this research. As a central school, it served as a hub for various academic and extracurricular activities within the district, promoting both academic and community engagement. Its rural setting provided an ideal context for studying factors that influence learners; self-esteem, family support, peer relationships, teacher feedback, academic workload, and overall academic performance.

Population and Respondents of the study

The population of this study consisted of Grade 6 pupils enrolled in one section of a public rural central school under the Department of Education (DepEd) during the school year 2025-2026 coded as SA. The population and sample distribution of respondents are shown below.

Table 1
Population and Sample Distribution

Grade level	N	n
SA	50	50
TOTAL	50	50

Table 1 shows that there are 50 respondents who participate in this study. Since the population size was relatively small and manageable, the researcher employed the total enumeration sampling technique, also known as a census method, wherein all members of the population were included as respondents.

According to Calmorin and Calmorin (2012), total enumeration is an appropriate sampling technique when the total population is small enough to allow researchers to collect data from every member efficiently. This method ensures complete representation and eliminates sampling bias, thereby increasing the accuracy and reliability of the findings.

Sampling Design

In this study, the researcher used total enumeration since the number of respondents was small, allowing the researchers to collect data from every member of the population. This method ensured that all individuals within defined group were represented, providing accurate and comprehensive understanding of the research variables.

Research Instruments

This study utilized a researcher-made survey questionnaire with a 4-point Likert scale and was consisted of two parts.

Part I was the profile of the respondents consisting Name (optional) and students' academic performance in terms of Graded Point Average (GPA).

On the other hand, Part II of the research instrument were the factors affecting the self-esteem of the students in terms of family support, peer relationship, teachers feedback and academic workload. Each assign variable consisted of five (5) indicative statements where in the respondents rate each statement as 4- strongly agree, 3- agree, 2- disagree, and 1- strongly disagree.

Validity and Reliability of the Research Instrument

The researcher-made survey questionnaire underwent both validity and reliability procedures to ensure its appropriateness for data collection. For content validity, the instrument was reviewed and evaluated by a group of experts composed of doctors of education and research adviser. They examined the clarity, relevance, and alignment of the items with the objectives of the study and necessary revisions were made based on their recommendations. To test reliability, the questionnaire was pilot-tested among a small group grade six (6) pupils from other rural central school who were not part of the actual respondents. The results of the pilot-test were subjected to reliability analysis, confirming the internal consistency of the items and ensuring that the instrument is both valid and reliable for the conduct of the study.

Data gathering Procedure

The researchers sought approval from the school. Upon securing the necessary permission and endorsement, the researcher coordinated with the School administrator office to obtain the list of grade six pupils for school year 2025-2026. Once the respondents were identified. The validated survey

questionnaires were distributed to them. The respondents were given ample time to accomplish the questionnaire. The researcher then collected, organized, and encoded the responses for analysis while strictly maintaining confidentiality and ensuring that all data gathered were used solely for academic purpose.

Statistical Treatment of Data

To facilitate the analysis of data, parametric tests were used to statistically treat the numerical data, since, the researcher aimed to compare and analyze the means and variances of the independent and dependent variables.

Mean. This measure was used to describe the different factors affecting the self-esteem of the grade six pupils in terms of family support, peer relationship, teacher feedback, and academic workload.

Pearson Correlation. This statistical tool was used to determine and describe the significant relationship between the factors affecting self-esteem of the students and their academic performance.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data obtained from the respondents using the survey questionnaires. The discussion of the results is carried out according to the sequence of the problems

Problem 1. What are the factors affecting the self-esteem of the students in terms of Family Support, Peers Relationship, Teacher Feedback and Academic Workload?

Table 2
Factors affecting the self-esteem of the students in terms of Family Support,

Statements	Mean	Verbal Description	Interpretation
My Family...			
1.believes in my ability to succeed in school	3.36	Strongly Agree	Very High
2.are actively involved in my school activities.	3.12	Agree	High
3.Celebrates my academic achievements, no matter how small	2.62	Agree	High
4.Provides emotional and moral support that helps me stay motivated in my studies	3.38	Strongly Agree	Very High
5. Listens and understands my struggles	2.94	Agree	High
Over-all Mean	3.08	Agree	High

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

Table 2 shows that the statement “Provides emotional and moral support that helps me stay motivated in my studies” obtained the highest mean of 3.38, described, Strongly Agree and interpreted as Very High. This means that most students strongly feel that their families offer them continuous encouragement and moral guidance, which significantly boosts their confidence and motivation in school. This implies that emotional and moral support from the family plays a vital role in enhancing students’ self-esteem, helping them face academic challenges with a positive attitude and stronger determination to succeed.

On the other hand, the statement “Celebrates my academic achievements, no matter how small” obtained the lowest mean of 2.62, which is described as Agree and interpreted as High. This means that while students still acknowledge that their families recognize their achievements, the level of appreciation or celebration they receive is less consistent or less emphasized compared to other forms of support. This implies that recognition of even small academic accomplishments could be further strengthened within families to help reinforce students’ confidence and sense of self-worth.

The overall mean of 3.08, described as Agree and interpreted as High, indicates that family support is generally perceived as strong and consistent among students. This means that families play an important role in building students’ self-esteem through encouragement, involvement, and emotional understanding. This implies that a supportive family environment contributes positively to students’ self-concept and academic motivation, which can lead to better emotional well-being and school performance.

Table 3
Factors affecting the self-esteem of the students in terms of Peer Relationship

Statements	Mean	Verbal Description	Interpretation
My classmates and friends...			
1. make me feel accepted and valued for who I am	3.28	Strongly Agree	Very High
2. respects my opinions and listen when I share my ideas and problems without judgment	2.90	Agree	High
3. encourage me to participate and perform well in school activities	2.94	Agree	High
4. celebrate my achievements and make me proud of my efforts	2.96	Agree	High
5. help me believe in myself when I feel discouraged	2.80	Agree	High
Over-all Mean	2.98	Agree	High

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

The result shows that among the indicators under peer relationship, the statement “My classmates and friends make me feel accepted and valued for who I am” obtained the highest mean of 3.28, which is described as strongly agree and interpreted as very high. This indicates that students generally experience a strong sense of belonging and acceptance within their peer group. Feeling valued by classmates and friends contributes positively to their self-esteem, as social acceptance is one of the key elements in building self-confidence and emotional well-being among learners.

According to Harter (2012), peer acceptance plays a vital role in shaping adolescents’ self-concept and self-esteem because social inclusion affirms one’s sense of identity and worth. When learners feel accepted and appreciated by their classmates, they develop confidence and a positive self-image that contribute to better classroom participation and performance.

Meanwhile, the indicator “My classmates help me believe in myself when I feel discouraged” received the lowest mean of 2.80, described as agree and interpreted as high. Although still positive, this implies that while students feel accepted, their peers may not consistently provide motivational support during challenging situations. This suggests that emotional encouragement among classmates is present but can still be strengthened.

Similarly, the study of Bukowski, Laursen, and Rubin (2018) emphasized that while acceptance is essential, emotional support and validation from peers during stressful academic situations further strengthen resilience and self-esteem among students.

The overall mean of 2.98, described as agree and interpreted as high, indicates that students generally maintain positive and healthy peer relationships that contribute to the development of their self-esteem. This suggests that most learners feel socially connected, accepted, and supported by their classmates and friends. A high level of peer relationship reflects a classroom atmosphere where students experience belongingness, mutual respect, and cooperation.

According to Rosenberg and Owens (2001), positive peer relations foster emotional security and self-worth, which are essential foundations for building self-esteem. Similarly, Harter (2012) emphasized that the quality of peer interactions significantly shapes students’ self-perception and emotional adjustment. Thus, the results imply that peers play a crucial role in influencing how students view themselves and how confident they feel in social and academic contexts.

The high overall mean implies that schools should continue to nurture and strengthen peer relationships as part of holistic student development. When students experience acceptance and support from their peers, they tend to be more motivated, confident, and participative in classroom activities, leading to improved academic performance. This aligns with Wentzel’s (2017) findings that peer acceptance and social support directly influence students’ motivation and school engagement. However, despite the positive results, teachers should still ensure that peer interactions promote inclusivity and empathy for all learners, especially those who may feel isolated or less confident. Implementing cooperative learning strategies, peer mentoring programs, and group reflection sessions can further enhance supportive peer dynamics. As De Guzman and Tan (2020) observed in their study on Filipino learners, classrooms that promote empathy and collaborative learning contribute not only to higher self-esteem but also to better academic outcomes.

Table 4
Factors affecting the self-esteem of the students in terms of Teacher Feedback

Statements	Mean	Verbal Description	Interpretation
My teacher...			
1.give feedback that motivates me to improve	3.10	Agree	High
2.acknowledge my efforts, which boost my confidence	3.08	Agree	High
3.treats me fairly and recognize my potential	3.30	Agree	High
4.encourage me when I make mistakes, helping me improve	3.10	Agree	High
5.appreciates me which strengthens my	3.08	Agree	High

confidence in learning			
Over-all Mean	3.13	Agree	High

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

As reflected in Table 4, the indicator “My teacher treats me fairly and recognizes my potential” garnered the highest mean of 3.30, described as agree and interpreted as high. This result shows that learners feel acknowledged and valued by their teachers, which helps foster mutual respect and trust in the classroom. When students perceive fairness and recognition, they develop confidence and are more likely to engage actively in learning activities. According to Hattie and Timperley (2007), effective feedback that recognizes student effort and potential enhances self-efficacy, motivation, and learning achievement.

On the other hand, the indicators “My teacher acknowledges my efforts which boost my confidence” and “My teacher appreciates me which strengthens my confidence in learning” both obtained the lowest mean of 3.08, still described as agree and interpreted as high. Although these results remain positive, they suggest that there is room for improvement in how teachers express appreciation and acknowledgment toward their students. This aligns with the view of Deci and Ryan (2012), who emphasized that consistent, sincere recognition of students’ efforts reinforces intrinsic motivation and self-esteem. In the local context, a study by Cruz and Mateo (2020) revealed that Filipino learners value verbal encouragement and acknowledgment from teachers as it fosters a sense of competence and belonging, both of which contribute to stronger self-confidence.

The findings imply that teacher feedback plays a crucial role in nurturing students’ self-esteem and academic performance. The high overall mean of 3.13 indicates that teachers in general are successful in providing supportive feedback and fair treatment. However, the relatively lower scores in acknowledging and appreciating students’ efforts highlight the need for teachers to make positive reinforcement more consistent and personalized. As supported by the study of Cabello and Bonifacio (2019), teachers who practice constructive and affirming feedback contribute significantly to students’ emotional well-being and academic success.

Therefore, teachers should continue to uphold fairness and recognition while integrating consistent encouragement in their classroom practices. Small gestures of appreciation—such as verbal praise, written comments, or public recognition—can make students feel valued and capable. By strengthening these feedback practices, educators can help students develop a stronger sense of self-worth and confidence, which are essential foundations for improved academic engagement and performance.

Overall, the findings underscore that teacher feedback is not merely evaluative but also motivational and relational. When teachers acknowledge students’ efforts and treat them equitably, they cultivate a supportive learning environment that promotes both self-esteem and academic excellence.

Table 5 Factors affecting the self-esteem of the students in terms of Academic Workload

Statements	Mean	Verbal Description	Interpretation
I...			
1.feel capable of handling the academic	3.12	Agree	High

requirements given to me			
2.can manage my academic responsibilities, submits outputs and complete tasks on time	3.02	Agree	High
3.stay motivated even when I have many school responsibilities	3.12	Agree	High
4. can still perform well even when workload is heavy	2.96	Agree	High
5.remain calm and focused even when school tasks pile up	2.94	Agree	High
Over-all Mean	3.03	Agree	High

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

As presented in Table 5, the indicators “I feel capable of handling the academic requirements given to me” and “I stay motivated even when I have many school responsibilities” both obtained the highest mean of 3.12, described as agree and interpreted as high. This means that students possess a good level of confidence and self-regulation in managing their schoolwork. They are able to adapt to academic demands, showing perseverance and motivation despite heavy workloads. According to Zimmerman (2000), self-regulated learners who believe in their ability to handle academic tasks demonstrate higher resilience and achievement. Similarly, Misra and Castillo (2004) noted that students who perceive academic challenges positively are more likely to maintain motivation and emotional balance.

Meanwhile, the indicator “I remain calm and focused even when school tasks pile up” obtained the lowest mean of 2.80, described as agree and interpreted as high. This indicates that although students generally manage their academic workload effectively, they sometimes experience stress and difficulty maintaining focus when faced with multiple simultaneous tasks. This finding is consistent with the study of Pascoe, Hetrick, and Parker (2020), which revealed that high academic workload can lead to stress and reduced emotional stability among students, affecting both self-esteem and academic performance.

In the local setting, De Leon and Javier (2021) found that Filipino students tend to remain motivated despite academic pressures, but their coping strategies are often challenged by overlapping tasks and limited time management skills. This supports the present result that while motivation and confidence remain high, students’ ability to stay calm under heavy workload conditions could still be strengthened.

The findings imply that while students exhibit strong motivation and confidence in handling academic tasks, there remains a need to help them develop better stress management and focus strategies when workload becomes overwhelming. The high overall mean of 2.98 indicates that students possess a generally positive academic attitude, but emotional regulation and time management must be enhanced to sustain their well-being and academic success. Teachers and schools can address this by integrating study-skills training, mindfulness activities, and time-management workshops to help learners balance responsibilities more effectively.

As emphasized by Credé and Phillips (2011), academic workload, if not properly managed, can affect students’ motivation, engagement, and mental health. Hence, educators should design lessons and assessments that are challenging yet manageable, ensuring that workload distribution aligns with

students’ developmental capacity. In addition, guidance programs and mentoring support can help learners develop resilience, calmness, and confidence in facing academic pressures.

Table 6 Summary of the Factors affecting the self-esteem of the students

Statements	Mean	Verbal Description	Interpretation
Family Support	3.08	Agree	High
Peer Relationship	2.98	Agree	High
Teachers Feedback	3.13	Agree	High
Academic Workload	3.03	Agree	High
General Mean	3.06	Agree	High

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

As presented in Table 6, the summary of the factors affecting students’ self-esteem reveals an overall mean of 3.06, described as agree and interpreted as high. This indicates that the respondents generally experience positive influences from the identified factors—teacher feedback, peer relationship, and academic workload—in building their self-esteem. Among these factors, teacher feedback obtained the highest mean of 3.13, described as agree and interpreted as high. This result shows that teacher feedback is perceived by students as the most significant contributor to their self-esteem. When teachers provide fair, consistent, and encouraging feedback, learners tend to feel more competent, respected, and valued, which strengthens their confidence and motivation to perform academically. This finding supports Hattie and Timperley (2007), who emphasized that effective and positive teacher feedback promotes student self-efficacy and enhances academic engagement.

Meanwhile, peer relationship obtained the lowest mean of 2.98, still described as agree and interpreted as high. Although students reported generally positive peer interactions, this result suggests that some learners may still face challenges in receiving emotional support or acceptance from their classmates. According to Bukowski, Laursen, and Rubin (2018), while peer relationships provide social belongingness and validation, inconsistencies in peer support can affect self-esteem development, especially during stressful academic experiences. In the local context, De Guzman and Tan (2020) also found that Filipino students rely heavily on both teacher affirmation and peer acceptance to maintain their confidence and motivation in school.

The findings imply that all four factors—family support, teacher feedback, peer relationship, and academic workload—play a vital role in shaping students’ self-esteem, but the teacher’s role remains the most influential. A high overall mean of 3.06 reflects that the school environment provides adequate emotional and academic support for learners, yet there is still room for enhancement in fostering peer support systems and managing academic demands. Teachers, therefore, should continue to strengthen their use of constructive feedback and recognition, as this directly affects how students perceive their worth and capability.

Moreover, the relatively lower mean in peer relationship suggests that schools should promote more collaborative and inclusive classroom activities that encourage empathy, teamwork, and peer

encouragement. As Reyes and Castillo (2019) noted, fostering a sense of community and mutual respect among students enhances both confidence and classroom participation. Balancing academic workload and emotional support is also essential; as Pascoe et al. (2020) found, excessive academic pressure can lower self-esteem and engagement if not accompanied by adequate guidance and encouragement.

Problem 2. What is the level of students' academic performance in terms of Grade Point Average (GPA)?

Table 7
The level of students' academic performance

Grade Point Average	Mean	Interpretation
	84	Satisfactory

Source: DepEd Order No. 8, s. 2015 — *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.*

Table 7 presents the level of students' academic performance. The data show that the students obtained a mean grade point average (GPA) of 84, interpreted as "Satisfactory" based on the DepEd grading scale. This means that, the students have met the expected learning standards and demonstrated an adequate understanding of the lessons and skills required in their academic subjects. This implies that, students are performing within acceptable levels, however, there is still room for improvement toward achieving higher levels of mastery such as *Very Satisfactory* or *Outstanding*. This level of performance may indicate that students are generally capable but may benefit from additional academic support, motivation, or enhancement activities to strengthen their comprehension and application of concepts. Teachers may also consider employing more engaging and differentiated teaching strategies to further improve learning outcomes and help students reach their full academic potential.

According to Rosário et al. (2018), students with satisfactory academic performance often demonstrate basic mastery of learning competencies but may lack consistent motivation or confidence to reach higher levels of achievement.

In relation to the current study, the satisfactory academic performance may be linked to the level of students' self-esteem and the factors that influence it—such as teacher feedback, peer relationship, and academic workload. Learners who receive adequate support and encouragement from teachers and peers tend to maintain stable academic results, even if they face challenges. This is supported by the findings of Orth and Robins (2014), who stated that students with higher self-esteem are more resilient and persistent, which contributes positively to their academic performance.

3. Is there a significant relationship between the factors affecting the self-esteem of the students and their academic performance?

Table 8 Significant relationship between teachers teaching strategies and students communication skills

X	Y	P-Value	R-Value	Decision	Interpretation
Factors affecting Self-esteem of the	Academic Performance	.427	-.115	Reject Ho	Not Significant

Students					
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Table 8, shows that there is no significant relationship between the factors affecting students’ self-esteem and their academic performance. The computed correlation coefficient ($r = -0.115$, $p = 0.427$) reveals a weak negative correlation, meaning that as the factors influencing self-esteem slightly increase or decrease, academic performance does not consistently follow the same pattern. Since the obtained p-value (0.427) is greater than the 0.05 level of significance, there the posited hypothesis is rejected, that, the relationship is statistically insignificant. The statistical analysis revealed that there is no significant relationship between the factors affecting students’ self-esteem—namely, family support, teacher feedback, peer relationship, and academic workload—and their academic performance, means that, variations in students’ self-esteem levels, as influenced by these factors, do not necessarily correspond to changes in their academic achievement. In other words, even if a student has high self-esteem or receives positive support from teachers and peers, it does not automatically translate into higher academic performance. This finding suggests that students’ grades are likely influenced by other variables beyond self-esteem, such as study habits, cognitive ability, learning styles, family background, or even environmental and emotional factors.

According to Baumeister, Campbell, Krueger, and Vohs (2003), while self-esteem contributes to students’ emotional well-being, its direct effect on academic achievement is relatively weak; high self-esteem may result more from success rather than being its primary cause. Similarly, Marsh and Craven (2006) argued that self-esteem and academic performance are related but not strongly causal, indicating that motivation, effort, and academic skills play more immediate roles in determining achievement.

In the local context, Santos and Garcia (2020) found that Filipino students with moderate self-esteem can still perform satisfactorily, particularly when they possess good study habits and time management skills, reinforcing that self-esteem alone is not a decisive predictor of academic success.

The absence of a significant relationship implies that while developing students’ self-esteem remains important for their personal and social growth, educators should also focus on other academic and psychological factors that directly enhance learning outcomes. Schools may design holistic programs that balance emotional development with academic skill-building, such as study habits enhancement, metacognitive strategies, and goal-setting activities.

This finding also suggests that teachers and school administrators should not rely solely on self-esteem improvement as a means to raise academic performance. Instead, interventions should integrate both affective and cognitive dimensions of learning. As Orth and Robins (2014) emphasized, self-esteem supports long-term psychological health, but academic achievement requires consistent practice, discipline, and instructional support.

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the study.

Findings

1. The results showed that among the identified factors, teachers’ feedback obtained the highest mean of 3.13, described as Agree and interpreted High.
2. The mean of the students’ General Point Average (GPA) was 84, which falls under the interpretation Satisfactory.

3. There was no significant relationship between the factors affecting students' self-esteem and their academic performance.

Conclusions

Based on the findings of the study, the following conclusions were made drawn:

1. Positive and constructive feedback from teachers greatly influences the students' level of self-esteem.
2. Students perform fairly well academically, meeting the expected level of competence but still have room for improvement in their overall academic achievement.
3. While self-esteem is important for students' personal and emotional well-being, it may not directly influence or determine their academic grades. Other variables, such as study habits, motivation, or learning environment, might have stronger effects on students' performance in school.

Recommendations

Based from the findings and conclusions, the following recommendations are presented for considerations;

DepEd Officials. The Department of Education may strengthen existing programs and policies that promote the holistic development of learners, focusing not only on academic achievement but also on students' socio-emotional growth. Training and seminars on enhancing teachers' feedback practices and promoting positive teacher-student relationships may be provided to ensure that educators are equipped to build learners' self-esteem effectively.

School Principals. School administrators may implement initiatives that create a supportive and inclusive school climate where students feel valued and confident. Principals may encourage teachers to use recognition systems, counseling programs, and classroom management approaches that boost students' self-esteem and motivation toward learning.

Teachers. Teachers may encouraged to continue providing constructive and motivating feedback to students. They may recognize students' efforts and guide them positively, helping them build confidence in their academic abilities. Teachers may also be sensitive to students' emotional needs and promote activities that strengthen peer interaction and collaboration in class.

Parents. Parents may provide consistent emotional and moral support to their children at home. Establishing open communication, giving praise for achievements, and offering encouragement during challenges can strengthen a child's self-esteem and sense of belonging. Parents may also work closely with teachers to monitor their child's academic progress and emotional well-being.

Students. Students may encouraged to maintain a positive attitude toward learning and to value self-improvement rather than comparing themselves with others. They may seek guidance when struggling academically or emotionally and engage in healthy social relationships that nurture confidence and self-worth.

Classmates and Friends. Peers play an essential role in shaping self-esteem. Classmates and friends may encouraged to show empathy, kindness, and respect toward one another. Building a culture of support and encouragement within the classroom can help reduce insecurity and promote mutual growth among students.

Future Researchers. Future studies may consider including a larger population or using different grade levels to further validate the findings. They may also explore other variables such as motivation,

emotional intelligence, study habits, or socio-economic background to determine other possible factors influencing students' academic performance and self-esteem.

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