

## **Self-Concept, Self-Esteem and Students' Academic Performance in Araling Panlipunan in Sulangon District, Schools Division of Dapitan City**

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**ABSTRACT:** This study aimed to determine the self-concept and self-esteem and how they affect the academic performance in Araling Panlipunan of Junior High School students in Sulangon District, Schools Division of Dapitan City during the School Year 2023-2024. It utilized descriptive survey and descriptive-correlational research methods. There were two hundred twenty respondents involved. Weighted mean, standard deviation and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with JAMOVI as the statistical software. The level of self-concept and self-esteem was moderate. The level of respondents' academic performance was very satisfactory. There was a significant negative small/low relationship between the levels of self-concept and academic performance. However, there was no significant relationship between the levels of self-esteem and academic performance. Based on the results, it is recommended that top officials in the Department of Education (DepEd), working through the Human Resource and Development Division at different levels of governance, take the study's findings into consideration when creating and improving training and development initiatives. The goals of these programs need to be to improve the performance of students in school, self-esteem, and self-concept.

**Keywords:** *self-concept, self-esteem, students' academic performance, Araling Panlipunan*

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### **I. Introduction**

The K-12 Araling Panlipunan Curriculum aims to develop individuals who are "mapanuri, mapagmuni, mapanagutan, produktibo, makakalikasan, makabansa, at makatao na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usaping pangkasaysayan at panlipunan." The curriculum is based on the Department of Education's vision of "Education for All 2015" and the K-12 Philippine Basic Education Curriculum Framework which aim to develop the skills needed in the 21st century to develop "functionally literate and developed Filipinos." According to the Department of Education, the curriculum emphasizes on understanding the topic rather than memorization of phrases and concepts. The goal of teaching Araling Panlipunan from Kindergarten to Grade 12 is to broaden students' understanding of historical, geographic, political, and economic issues, as well as other related social disciplines, so that they can put the pillars of learning into practice, such as learning to know, learning to do, learning to be, and learning to live together. On that basis, there were challenges facing the Araling Panlipunan or Social Studies in terms of teachers and student learning (Abao et

al., 2024). The Araling Panlipunan subject mainly relies on rote memorization, despite the Department of Education highlighting the need of investigation, research, communication, and adherence to ethical norms in reaching the subject's aims (Arceta, 2022). The disparity between desired goals and the primary dependence on rote memorization raises concerns regarding instructional methods' compatibility with the educational objectives established by the Department of Education. Addressing this imbalance has the potential to improve overall effectiveness and academic achievement at Araling Panlipunan by providing students with a fuller and meaningful learning experience.

Students' self-concept and self-esteem are regarded as significant components of the learning process in Araling Panlipunan. It ascertains their engagement and disengagement in academic pursuits and their willingness to participate. Self-concept has a significant impact on school performance since it shapes how students view themselves and approach their academics. Greater participation and perseverance in the face of adversity are frequently the results of having a positive self-image (Yussif, 2024). Self-esteem is fortified or significantly reduced based on the outcomes of pivotal life events and an individual's response to them. Self-esteem is defined as the assessment an individual makes regarding their own self-worth (Noronha et al., 2018).

Numerous scholars have carried out in-depth investigations on the relationship between academic performance, self-concept, and self-esteem, with varying degrees of success. Akram & Suneel (2018) discovered a strong correlation between academic success and self-esteem. Students' academic performance is significantly influenced by their sense of self-esteem. High school students' academic performance and self-concept were found to be significantly correlated in academic self-concept and academic performance (Tus, 2020). Students possessing a high self-concept exhibit a positive association with academic performance and a modest positive correlation with constructive peer pressure. A robust self-concept bolsters superior academic performance, which in turn further elevates the self-concept (Nagar & Nagar, 2019).

This study aims to examine the relationship between self-concept, self-esteem, and academic performance, particularly in Araling Panlipunan classes at Sulangon National High School, San Pedro Integrated School, and Aliguay Integrated School, for the improvement of school performance. This study's goal is to help teachers teach their students well so they can do well in school and in life. A gap exists in the literature about the relationship among self-concept, self-esteem, and academic performance in Junior High School students. The impact of varying levels of self-concept and self-esteem on academic performance in Araling Panlipunan remains unclear. It is an attempt to determine if there is a significant relationship between the factors of self-concept and self-esteem in relation to academic performance in Araling Panlipunan. The researcher considered and regarded the factors affecting academic performances in Araling Panlipunan over a period of time.

## **II. Literature Review**

Araling Panlipunan created controversies and challenges, the idea of a field of study has been under scrutiny even before; its nature does not only draw on a wide range of disciplines but also on the continuing conflict; these conflicts are concerning the new teaching and learning strategies. Arguments on culture continue in the teaching of history, geography, ethnic studies, and education. Role-playing, simulations, and cooperative learning have all received their share of criticism and opposition; these forces will impact ideological perspectives and influence the direction of Araling Panlipunan in the future (Abao et al., 2024). A study by Sintadewe et al. (2020) showed that the difficulty of students in understanding lesson material is triggered by a lot of things, more so by the less ability of teachers to present learning by not mastering learning materials, not using appropriate methods including media, and with the unavailability of handbooks. Derraco & Derraco (2022) found that students perceived Araling Panlipunan as a boring subject due to the use of traditional teaching methods, such as textbooks and lectures. In addition, Kelley (2021) also asserted that students found the subject to be uninteresting and irrelevant to their daily lives, mostly due to the subject's emphasis on history, economics, and politics.

### **Self-concept**

The foundation of human personality is one's self-concept. It refers to the entirety of people's opinions of their academic, social, and physical proficiency. It is the person's self-perceptions, the collection of traits, qualities, and limitations, as well as the values and relationships that the subject is aware are indicative of him (Rady et al., 2016). The significant improvement of the unique proportional influence of self-concept and self-esteem on students' academic performance indicates that when students invest effort in their daily learning activities, they are more likely to assimilate the material taught, ultimately improving their academic outcomes (Laryea et al., 2014). Self-concept plays a crucial role in academic performance, influencing how students perceive themselves and approach their studies. A strong self-image often leads to greater engagement and resilience in the face of challenges. When students believe in their abilities, they are more likely to participate actively in their education and confront obstacles with confidence. Conversely, a negative self-view can hinder academic progress and diminish motivation (Yussif, 2024).

### **Self-Esteem**

Self-esteem is the self-image or self-worth, a judgement we make about our own worth and feelings associated with those judgements. High self-esteem means a realistic evaluation of one's characteristics and competencies, along with an attitude of self-acceptance and self-respect (Nagar & Nagar, 2019). Self-esteem is a widely used concept both in popular language and in psychology. The foundation of self-esteem is: the practice of living consciously, the practice of self-acceptance, the practice of self-responsibility, the practice of self-assertiveness, the practice of living purposefully, the practice of personal integrity (Noronha, Monteiro, & Pinto, 2018). Baumeister et al. (2017) suggest that the popularity boost the self-esteem of individuals and experience a low level of stress. They also pointed out that the social lives of high self-esteem individuals are far better, richer, and more capable of managing stress than the lives of low self-esteem police officers.

Self-esteem is an individual's subjective emotional judgment of his or her own worth. It is both a judgment of oneself and an attitude toward oneself (Arshad, Zaidi, & Mahmood, 2015). Self-esteem refers to an individual's subjective judgment of their self-esteem, self-respect, and confidence, as well as their positive or negative attitudes towards self-esteem. Self-esteem is also referred to as a global self-assessment barometer that includes cognitive assessments of overall self-esteem as well as emotional self-experience in relation to these assessments (Lovina et al., 2020). High self-esteem performance influences interpersonal success, happiness, and the adoption of healthy lifestyles and behaviours. Enjoyment is associated with high self-esteem and may aid in coping with stress or trauma. However, the link may be complex and influenced by other factors. Laboratory tests have not consistently shown a link between self-esteem and job performance. Nonetheless, high self-esteem has been shown to promote perseverance throughout stressful situations (Naparota et al., 2020).

### **Academic Performance**

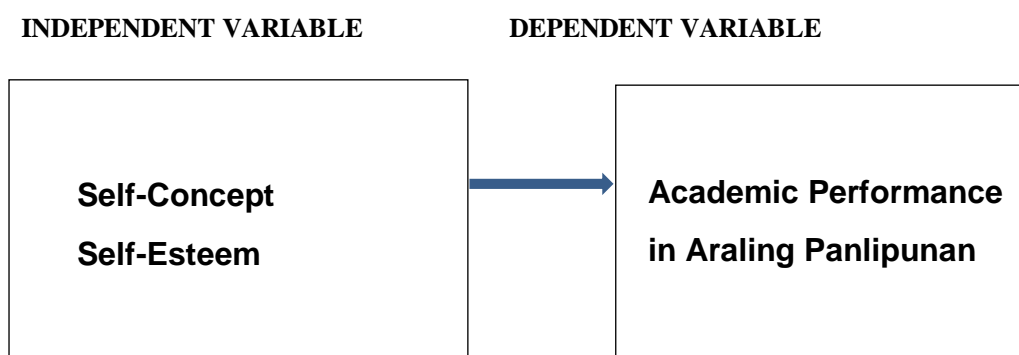
Academic performance is characterized by self-regulated learning, encompassing proficiency in sports, arts, culture, behaviour, confidence, and communication skills. It reflects how learners manage their emotions, feelings, and actions to attain academic success (Rady, Kabeer, & El-Nady, 2016). Academic success is typically assessed by examinations and ongoing reviews, ultimately yielding a quantifiable measure of a student's achievement. Academic performance refers to the extent of knowledge an individual has gained through education, and is a key indicator of overall student success. Strong self-regulated learning skills are a significant predictor of high academic performance. Academic performance is determined by various aspects, including a student's attitude, interest, personality, social class, and learning, and is evaluated based on mastery and comparison to a standard of excellence (Nagar & Nagar, 2019).

The Department of Education issued DepEd Order No. 08, s. 2015 also known as the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program which highlighted classroom assessment as an integral part of curriculum implementation that allows teachers to track and measure learners' progress and to adjust instruction accordingly. The order defines classroom assessment as an ongoing process of identifying,

gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. According to the UNESCO Program on Teaching and Learning for a Sustainable Future (UNESCO-TLSF), formative assessment refers to the ongoing forms of assessment that are closely linked to the learning process. On the other hand, summative assessment usually occurs toward the end of a period of learning in order to describe the standard reached by the learner (UNESCO-TLSF). The K-12 Basic Education Program uses a standards- and competency-based grading system that are found in the curriculum guides. All grades will be based on the weighted raw score of summative assessments of the learners. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the school form 9 or the learner's progress report card. Learners from grades 1 to 12 are graded on written works, performance tasks, and quarterly assessments every quarter, with specific percentage weights according to the nature of the learning area. For Araling Panlipunan in the Junior High School, 30% is written works, 50% is performance tasks, and 20% is quarterly assessments.

### Conceptual Framework

The conceptual framework is presented in figure 3. Part I. the independent variable, the self-concept which consists of twenty-nine (29) items; and self-esteem which consists of forty-eight (48) items. Part II. the dependent variable is the students' academic performance in Araling Panlipunan.



**Figure 3. Conceptual Framework of the Study**

### Statement of the Problem

This study aimed to determine the self-concept and self-esteem and how they affect the academic performance in Araling Panlipunan of the Junior High School students in Sulangon District, Schools Division of Dapitan City during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of self-concept?
2. What is the respondents' perceived level of self-esteem?
3. What is the respondents' level of academic performance?
4. Is there a significant relationship between the respondents' self-concept and academic performance?
5. Is there a significant relationship between the respondents' self-esteem and academic performance?

### Hypotheses

1. There is no significant relationship between the respondents' perceived level of self-concept and academic performance.
2. There is no significant relationship between the respondents' perceived level of self-esteem and academic performance.

### **III. Research Methodology**

#### **Method Used**

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on self-concept and self-esteem through a questionnaire. Creswell & Guetterman (2019) defined survey as a research method used for collecting data from predefined group of respondents to gain information and insights on various topics of interest. In addition, Check & Schutt (2012), cited by Bongcawel (2024), described survey as a research method of collecting information from a sample of individuals through their responses to questions. On the other hand, Cherry (2023) defined correlational research as a type of research design that looks at the relationships between two or more variables. Correlational research is a non-experimental approach, which means that the researcher does not manipulate or control any of the variables (Cherry, 2023). Therefore, a correlational analysis was performed to determine the significant relationship between self-concept, self-esteem, and students' academic performance.

#### **Research Environment**

The study was conducted in Sulangon National High School, San Pedro Integrated School, and Aliguay Integrated School, Schools Division of Dapitan City in Zamboanga del Norte, Philippines during the school year 2023-2024.

#### **Respondents of the Study**

The target population of this study was the five hundred five (505) Grades 8, 9, and 10 Junior High School Students in Araling Panlipunan subject in Sulangon District, Schools Division of Dapitan City during the school year 2023-2024. Using the Raosoft sample calculator, it yielded a sample size of two hundred twenty (220). Simple proportionate sampling by lottery was used in taking the respondents from each grade level.

#### **Research Instrument**

The questionnaire used in the study consisted of three parts: Part I. Self-concept adopted from Tus, J. (2020) consist of twenty-nine (29) items; Part II. Self-esteem also adopted from Tus, J. (2020) with forty-eight (48) items; Part III. Academic Performance of the respondents in Araling Panlipunan taken from the records in-charge of Sulangon National High School, San Pedro Integrated School, and Aliguay Integrated School.

#### **Ethical Consideration**

This study obtained consent from the Research and Ethics Committee in Andres Bonifacio College, Inc. The researcher reviewed the application of the principle of respect of persons by securing informed consent from the institution to distribute a research questionnaire free from technical terms that make it easier for the respondents to understand. The researcher also solicited consent from the individual respondent during the conduct of the study. Respondents' identities were protected, their active participation guaranteed. This research ensured confidentiality of the respondents, which means that the respondents' identity would remain anonymous to everyone. At the end of the research, essential information that can support further research was preserved by the researcher.

#### **Data Gathering Procedure**

The adviser sent a letter request to the Dean's Office, Graduate School, Andres Bonifacio College, Inc., Dipolog City, requesting permission to field the study's instrument. The researcher's letter, along with the Dean's endorsement letter, was then forwarded to the Schools Division Superintendent of Dapitan City and the approved endorsement letter was sent to the DepEd Research and Ethics Committee, requesting ethics clearance to approve the study's instrument for field distribution. Finally, the Ethics Clearance was distributed to the supervisor and principal, requesting permission to administer the instrument.

Then, the researcher personally distributed the instrument to the respondents. After the respondents answered, the researcher immediately retrieved the questionnaires. Then the retrieved questionnaires were tallied, tabulated, and analyzed by the statistician.

### Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

**Weighted Mean.** This is used to quantify the respondents' ratings on the self-concept, self-esteem and academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in self-concept, self-esteem and academic performance.

#### Self-Concept

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

#### Self-Esteem

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

To describe the academic performance of the respondents, the researcher used the following descriptors and grading scale.

#### Students' Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Source: DepEd Order No. 08, s. 2015

**Standard Deviation.** This is used to determine the homogeneity and heterogeneity of the respondents' scores where  $SD \leq 3$  is homogenous and  $SD > 3$  is heterogeneous (Aiken & Susane, 1991; Refugio et al., 2019).

**Spearman Rank-Order Correlation Coefficient (Spearman's rho).** This is used to determine the correlation between self-concept, self-esteem and academic performance. The following guide in interpreting the correlation value suggested by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
$\pm 0.50$ to $\pm 1.00$	Large	High positive/negative correlation
$\pm 0.30$ to $\pm 0.49$	Medium	Moderate positive/negative correlation



±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

#### IV. Results

##### Level of Self-Concept

**Table 1**

*Respondents' Perceived Level of Self-Concept*

Self-Concept	AWV	SD	Description	Interpretation
1. I am too often afraid.	2.96	1.14	Neutral	Moderate
2. I am good-looking.	3.38	1.14	Neutral	Moderate
3. I often get into trouble.	2.21	1.16	Disagree	Low
4. I feel left out of things.	2.89	1.09	Neutral	Moderate
5. I am good at my schoolwork.	3.38	1.07	Neutral	Moderate
6. I cry easily.	3.18	1.44	Neutral	Moderate
7. I have a pleasant face.	2.98	1.12	Neutral	Moderate
8. I get into a lot of fights.	1.93	1.19	Disagree	Low
9. I am among the last to be chosen for games.	2.80	1.20	Neutral	Moderate
10. I am unhappy.	2.47	1.29	Disagree	Low
11. My classmates in school think I have good ideas.	3.41	1.15	Agree	High
12. I am nervous.	2.97	1.30	Neutral	Moderate
13. I have nice hair.	3.15	1.26	Neutral	Moderate
14. In school I am a dreamer.	3.24	1.30	Neutral	Moderate
15. My classmates make fun of me.	3.15	1.39	Neutral	Moderate
16. I am cheerful.	3.62	1.11	Neutral	Moderate
17. I can give a good report in front of the class.	3.03	1.04	Neutral	Moderate
18. I get nervous when the teacher calls on me.	3.45	1.30	Agree	High
19. My looks bother me.	3.08	1.33	Neutral	Moderate
20. I do many bad things.	2.48	1.25	Disagree	Low
21. It is hard for me to make friends.	2.62	1.34	Neutral	Moderate
22. I am lucky.	3.19	1.23	Neutral	Moderate
23. I am an important member of my class.	2.90	1.18	Neutral	Moderate
24. I am shy.	3.18	1.43	Neutral	Moderate
25. I am strong.	3.60	1.15	Agree	High
26. I behave badly at home.	2.73	1.25	Neutral	Moderate
27. In games and sports, I watch instead of playing.	3.26	1.41	Neutral	Moderate
28. I am often sad.	2.72	1.15	Neutral	Moderate
29. I forget what I learned.	3.17	1.24	Neutral	Moderate
<b>Overall</b>	<b>3.00</b>	<b>0.88</b>	<b>Neutral</b>	<b>Moderate</b>

Table 1 reflects the respondents' perceived level of self-concept. As reflected in the table, the respondents agree that they think they have good ideas and are strong. They are neutral if they are often afraid, good-looking, feel left out of things, good in their schoolwork, cry easily, have a pleasant face, are among the last to be chosen for games, nervous, have nice hair, dreamers, make fun with classmates, cheerful, can give a

good report in front of the class, their looks bother them, hard for them to make friends, lucky, important members of the class, shy, behave badly at home, watch games and sports instead of playing, often sad, and forget what they learn. The respondents disagree that they often get into trouble, get into a lot of fights, are unhappy, and do many bad things. Overall, the respondents perceived their self-concept as moderate. This finding signifies that the respondents are still immature and need proper guidance from their parents and teachers. The emerging finding agrees with Tus (2020) study, which concluded that most students generally exhibited a relatively average level of self-concept.

### **Level of Self-Esteem**

**Table 2**

*Respondents' Perceived Level of Self-Esteem*

<b>Self-Esteem</b>	<b>AWV</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1. I spend a lot of time daydreaming.	3.41	1.18	Agree	High
2. I am pretty sure of myself.	3.20	1.20	Neutral	Moderate
3. I often wish I were someone else.	3.34	1.28	Neutral	Moderate
4. I am easy to like.	2.97	1.08	Neutral	Moderate
5. My parents and I have a lot of fun together.	3.65	1.19	Agree	High
6. I find it very hard to talk in front of the class.	3.27	1.11	Neutral	Moderate
7. I wish I were younger.	3.32	1.21	Neutral	Moderate
8. There are a lot of things about myself that I would change if I could.	3.95	1.16	Agree	High
9. I can make up my mind without too much trouble.	3.34	1.06	Neutral	Moderate
10. I get upset easily at home.	3.22	1.19	Neutral	Moderate
11. I am proud of my schoolwork.	3.74	1.15	Agree	High
12. Someone always has to tell me what to do.	3.21	1.10	Neutral	Moderate
13. It takes me a long time to get used to anything new.	3.10	1.00	Neutral	Moderate
14. I am often sorry for the things I do.	3.89	1.07	Agree	High
15. I am popular with children of my age.	2.90	1.11	Neutral	Moderate
16. My parents usually consider my feelings.	3.38	1.25	Neutral	Moderate
17. I am doing the best work I can.	4.10	1.05	Agree	High
18. I give in very easily.	3.09	1.08	Neutral	Moderate
19. I can usually take care of myself.	3.95	1.12	Agree	High
20. I am pretty happy.	3.66	1.25	Agree	High
21. I would rather play with children younger than me.	3.34	1.24	Neutral	Moderate
22. My parents expect too much of me.	3.73	1.10	Agree	High
23. I like to be called on in class.	3.04	1.14	Neutral	Moderate
24. I understand myself.	3.84	1.23	Agree	High
25. It is pretty tough to be me.	3.59	1.13	Agree	High
26. Things are all mixed up in my life.	3.42	1.14	Agree	High



27. Children usually follow my ideas.	3.21	1.06	Neutral	Moderate
28. No one pays much attention to me at home.	2.80	1.30	Neutral	Moderate
29. I am not doing as well in school as I would like to.	3.02	1.10	Neutral	Moderate
30. I can make up my mind and stick to it.	3.10	1.03	Neutral	Moderate
31. I do not like being a boy (girl).	2.35	1.42	Disagree	Low
32. I have a low opinion of myself.	3.15	1.22	Neutral	Moderate
33. I do not like to be with other people.	2.60	1.24	Disagree	Low
34. There are many times when I would like to leave home.	2.94	1.31	Neutral	Moderate
35. I am not as nice-looking as most people.	3.39	1.32	Neutral	Moderate
36. If I have something to say, I usually say it.	3.11	1.18	Neutral	Moderate
37. Children pick on me very often.	2.85	1.11	Neutral	Moderate
38. My parents understand me.	3.68	1.33	Agree	High
39. My teacher makes me feel I am not good enough.	2.57	1.30	Disagree	Low
40. I do not care what happens to me.	2.52	1.30	Disagree	Low
41. I am a failure.	2.76	1.35	Neutral	Moderate
42. I get upset easily when I am scolded.	3.08	1.21	Neutral	Moderate
43. Most people are better liked than I am.	3.44	1.16	Agree	High
44. I usually feel as if my parents are pushing me.	2.98	1.30	Neutral	Moderate
45. I often get discouraged in school.	2.90	1.18	Neutral	Moderate
46. Things usually do not bother me.	2.91	1.08	Neutral	Moderate
47. I cannot be depended on.	2.86	1.10	Neutral	Moderate
48. I like most things about myself.	3.79	1.26	Agree	High
<b>Overall</b>	<b>3.24</b>	<b>0.82</b>	<b>Neutral</b>	<b>Moderate</b>

Table 2 displays the respondents' perceived level of self-esteem. As displayed in the table, the respondents agree that they spend a lot of time daydreaming, their parents have a lot of fun with them, there are a lot of things about themselves they would change if they could, proud of their schoolwork, often sorry for the things they do, doing the best work they can, can usually take care of themselves, pretty happy, their parents expect too much from them, understand themselves, pretty tough to be themselves, things are all mixed up in their lives, most people are better liked than they are, and like most things about themselves. They are neutral if they are pretty sure of themselves, often wish they were someone else, easy to like, find it very hard to talk in front of the class, wish they were younger, can make their mind without too much trouble, get upset easily at home, someone always has to tell them what to do, it takes them a long time to get used to anything new, are popular with children of their own age, their parents usually consider their feelings, give in very easily, would rather play with children younger than them, like to be called on in the class, children usually follow their ideas, no one pays much attention to them at home, not doing as well in school as they would like to, make up their mind and stick to it, have low opinion of themselves, there are many times when they would like to leave home, not as nice looking as most people, usually say it if have something to say, children pick on them very often, are failure, get upset easily when scolded, usually feel as if their parents are pushing them, often get discouraged in school, things usually do not bother them, and cannot be depended on. The respondents disagree that they do not like being a boy (girl), do not like to be with other people, their teachers make them feel they are not good

enough, and do not care what happens to them. Altogether, the respondents claimed that their self-esteem is at a moderate level. This finding implies that the respondents still need the assistance of their parents and teachers to improve their level of self-esteem. The current finding disagrees with Tus (2020) study, which indicated that most students generally exhibited a relatively high level of self-esteem.

#### **Level of Respondents' Academic Performance**

**Table 3**

*Level of Respondents' Academic Performance*

Scale	Range of Values	Range of Grades	Description	Frequency	Percent	AWV	Description
1	1.00-1.80	below 75	Did not meet expectations	0	0.00	<b>4.10</b>	<b>Very Satisfactory</b>
2	1.81-2.60	75-79	Fairly Satisfactory	13	5.91		
3	2.61-3.40	80-84	Satisfactory	43	19.55		
4	3.41-4.20	85-89	Very Satisfactory	72	32.73		
5	4.21-5.00	90-100	Outstanding	92	41.82		

*Source: DepEd Order No. 08, s. 2015*

Table 3 portrays the respondents' level of academic performance. As can be gleaned from the table, 41.82% of the respondents obtained an outstanding academic performance, 32.73% gained a very satisfactory grade, 19.55% are satisfactory, and 5.91% are fairly satisfactory. In general, the respondents' academic performance is at a very satisfactory level. This finding implies that the grade 8 to 10 learners of Sulangon District, Division of Dapitan City, have very satisfactory academic performance. The present finding agrees with Tus (2020) study, which revealed that most students generally exhibited a relatively very satisfactory level of academic performance.

**Table 4**

*Test of Relationship between the Levels of Self-Concept and Academic Performance*

Variables	rho-value	p-value	Interpretation
Self-Concept vs Academic Performance	-0.135	0.046	Negative Small/Low Correlation Significant

Table 4 illustrates the test of the relationship between the levels of self-concept and academic performance. Utilizing the Spearman Rank-Order Correlation of Coefficient (Spearman's rho), the result demonstrates that there is a significant negative small/low correlation between the levels of self-concept and academic performance. Thus, the null hypothesis is rejected. This finding signifies that academic performance is negatively influenced by self-concept. This further signifies that self-concept has a significant negative effect on academic performance. The latest finding contradicts with Tus (2020) study, which quantified the relationship between self-concept and academic performance. His study suggested that learners' self-concept has no significant relationship with their academic performance.

## Relationship between the Levels of Self-Esteem and Academic Performance

**Table 5**

*Test of Relationship between the Levels of Self-Esteem and Academic Performance*

Variables	rho-value	p-value	Interpretation
Self-Esteem vs Academic Performance	-0.111	0.106	Negative small/Low Correlation Not Significant

Table 5 reveals the test of the relationship between the levels of self-esteem and academic performance. Using the Spearman Rank-Order Correlation Coefficient (Spearman's rho), the result shows that there is no significant relationship between the levels of self-esteem and academic performance. Thus, the null hypothesis is not rejected. This finding indicates that self-esteem has no significant effect on academic performance. The finding can be attributed to the fact that regardless of self-esteem level, the students need to pass the subjects for promotion to the next grade level. The present finding is supported by Tus (2020) study, which revealed the relationship between self-esteem and academic performance. His study indicated that learners' self-esteem has no significant relationship with their academic performance.

## V. Discussion

The data show that respondents have a moderate perception of their self-concept and self-esteem, indicating a balanced but not overly positive self-image. Despite this, their academic performance is excellent, indicating that good academic achievement does not necessitate a strong self-concept or self-esteem. Interestingly, self-concept was found to have a significant negative effect on academic performance, implying that an inflated or unrealistic self-perception may impede academic effort or outcomes. In contrast, self-esteem had no significant effect, showing that overall self-worth may not have a direct impact on academic success. These findings illustrate the intricate and often surprising links between psychological issues and academic success.

## VI Conclusion

The study concludes that respondents regard their self-concept and self-esteem to be moderate, reflecting a balanced but not overly positive self-perception and sense of self-worth. Despite this, their academic performance is especially excellent, indicating that high academic achievement can occur in the absence of heightened self-concept or self-esteem. Furthermore, the discovery that self-concept had a significant negative effect on academic achievement implies that stronger self-perceptions may, in certain situations, impede rather than assist academic outcomes possibly due to overconfidence or a mismatch between self-perception and actual effort. In contrast, self-esteem was found to have no substantial effect on academic performance, showing that students' overall sentiments of self-worth do not directly influence their academic success. These findings highlight the complexities of psychological elements in education, emphasizing the necessity of building positive, realistic, and task-oriented self-perceptions in students.

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