

Self-Esteem and College Adjustment Of First Year College Students of Guimaras State College

Ethel P. Junco
Julieta G. Infante

ABSTRACT

This study was conducted in order to determine the level of self esteem and college adjustment of Guimaras State College first year students during the second semester of AY 2014-2015. A total of 634 students were reached out. Descriptive correlational research design was used in this study. The statistical tools used were frequency count, mean, percentage and ANOVA. Results on the profile of the respondents revealed that the majority were female, aging 15-24 years old, and BSBA students. In terms of high school origin, most of them came from a public school whose family income is below the minimum wage (below P10, 000.00). The study further revealed that there are significant differences in the level of self esteem in terms of age and level of college adjustment in terms of sex. There is a significant relationship existed between the students' self-esteem and their college-adjustment.

Key Words: self-esteem, college adjustment, GSC, student

INTRODUCTION

Background of the Study

Self-esteem is the confidence and pride you have in yourself. Self-concept is tied to one's self-esteem, how you regard yourself is crucial to the development of a stable and dynamic emotional well-being. People with high self-esteem are happy and optimistic about life. We should accept with individuality and uniqueness. We may not be contented with what we have, but we should be happy that we have the abilities and the qualities that are distinctly ours alone. 'Emotional hung-ups' often are brought about by the inability of an individual to appreciate his existence and therefore, fail to see the meaning in this life. However, if a person can identify himself as someone who significantly contributes something this earthly life, then he can clearly determine that he is important, and his existence serves a purpose. Such leads to the acceptance of greater challenges and development of a stronger and confident personality, unaffected by fits of extreme emotions (Magalona and Sadsad, 2008, accessed June 18, 2014).

The self is something that has a development; it is not initially there at birth, but it has arisen in the process of social experience and activity that is developed in a given individual, as a result, of his relations to the process as a whole and to other individuals within that process.

The Guimaras State College is home of the board passer educators, successful businessmen, skilled technologist/ technicians and professionals. If one comes to think of these individuals, one may probably perceive them as being contented with what they have; having high self-respect for them, therefore, having high self-esteem; for the fact that what they are now, is the result of their hardships, especially in their college education which served as their battery in facing the obstacles and hindrances in life.

The College had been known for providing quality education for each student. In acquiring the quality of education, it depends upon the students on how to go on their studies. Several factors may be put into considerations, as the students study habit, their intellectual capacity and the most common factor is their environment to which they spent their time. Whatever thing a child left especially during his/her childhood years may help him/her acquire a sense of self-esteem, toward others and toward oneself and make good in everything.

Hence, this study had been conducted to find out whether students who were able to adjust well in college life are those who have high self-esteem.

Statement of the Problem

This study aimed to determine the relationship between the level of self-esteem and college adjustment among the first year students of GSC.

Thus, the researchers sought answers to the following questions:

1. What is the profile of the respondents when grouped according to age, sex, course, high school origin and family monthly income?
2. What is the level of self-esteem among the first year students of Guimaras State College as a whole and when grouped according to age, sex, course, high school origin and family monthly income?
3. What is the level of college adjustment among the first year students of Guimaras State College as a whole and when grouped according to age, sex, course, high school origin and family monthly income?
4. Is there significant difference on the level of self-esteem among the first year students of Guimaras State College when grouped according to age, sex, course, high school origin and family monthly income?
5. Is there significant difference on the level of college adjustment among the first year students of Guimaras State College when grouped according to age, sex, course, high school origin, and family monthly income?
6. Is there a significant relationship between the level of self-esteem and level of college adjustment among the first year students of Guimaras State College?

****Hypotheses****

The following hypotheses were advanced:

1. There is no significant difference on the level of self-esteem among the first year students of Guimaras State College students when grouped according to age, sex, course, high school of origin, and family monthly income.
2. There is no significant difference on the level of college adjustment among the first year students of Guimaras State College when grouped according to age, sex, course, high school origin, and family monthly income.
3. There is no significant relationship between the level of self-esteem and level of college adjustment among the first year students of Guimaras State College.

Theoretical and Conceptual Framework

This study was connected with the perspective of humanistic theories, psychodynamics, behavioral and adolescent development. The psychoanalytic approach views human beings purely as biological organisms that operate on the set of universal principles, while the behavioral theories attempt to explain the sickness of complexity of human behaviors solely in terms of few over simplified, mechanistic learning principles and cognitive concepts. Carl Rogers was one of the great prioresses of psychology. He constructed a major theory and almost single-handedly started the entire school of the humanism. Rogerian theory about the structure of personality, there are two major structural components the **organism** and the **self** The organism is the sum total of the person, of all one's physical and psychological attributes.

Brawnner (1975) found out that among the 16 years old children coming from the middle socio-economic level have more positive self-esteem than those from the socioeconomic level. Furthermore, the children with a high IQ attribute more positive (high) self-esteem to themselves than to the low IQ. It seems to be an indication that the position in the family affects the adolescent's self-esteem with the finding of Sequina-Romero (1978). It seems that the youngest children possessed the highest level of self-esteem. They were also found to be most adventurous and friendly.

On sex differences, the males perceived to be personally worthy although they were more critical alcohol and distrustful. The females have more positive outlook with regard to their social selves, were more self-satisfied and were more self-sacrificing, warm-hearted and trustful. The self-esteem just increases as age increases (Ramiro, 1978). The assumption of a humanistic psychologist that the self is organizer of thoughts, feelings and activities is a pivotal aspect of personality (Markus & Wur, 1978). How one's feel about him is important especially in attaining a self-esteem.

In view of the diagram, there are theories that could prove that the level of self-esteem affects the level of adjustment to college life of the students. First is, the **Self-Theory of Carl Rogers**; this theory states that the self is the sense of our experience. Individual acquires a self through his experiences. That is a sense of who and what he is. When one good experiences being praised and accepted by others and see the world with positive ways, especially during his childhood years most likely, he will develop positive self-esteem in relation to a person's sense of worthiness for himself. Henceforth, individuals who have fixed a sense of who and what he is may test to excel in what he would like to do and achieve. Second is the **Identity Theory**. This theory of the self emphasizes how identity constructed through interactions with others. That is; one can develop either positive (high) and negative (low) self in connection to that other person he is interacting with the environment to which he interacts with the person. The third is, the **Self-Fulfilling Prophecy of Robert K. Merton**, it explains how beliefs and expectations, whether correct or not, affect the outcome of the stratum on the way a person or the group will behave.

Therefore, this study hypothesizes that according to the three theories, the Self-Theory, the identity Theory and the Self-Fulfilling Prophecy (view), individuals who were brought up positively will likely to develop high self-esteem. They will make good in school and will be able to deal with situations in their life. But if they will be brought up with rejection, they develop low self-esteem, a feeling of unworthiness and incapable of excelling.

RESEARCH PARADIGM

Independent Variables

Profile of the Respondents
Age
Sex
Course
High School of Origin
Family monthly income

Dependent Variables

Self-Esteem
College Adjustment

Figure 1 shows the level of Self- Esteem and College Adjustment of the first year students of GSC

RELATED LITERATURES AND STUDIES

Self-esteem is viewed as the most evaluative and effective of the three constructs (Harter, 1990). Overlay, self-concept is considered as the beliefs about perceived competence and self-evaluative in a specific domain. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and I feel happy about that") or have global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as enduring personality characteristics ("trait" self-esteem), through normal, short-term variations ("state" self-esteem) also exist.

Pursuing a college education requires adjustment on the part of all students, though the type and degree of adjustment experienced by each student will vary depending on background, experience, prior schooling. Adjustment to college will also vary depending on the size, mission (e.g., research intensive versus teaching intensive), affiliation (e.g., religiously affiliated institutions), and control (e.g., public versus private) of the institution in question. Arthur Chickering and Nancy Schlossberg (1995) point out that students who are leaving high school, attending college full-time, and living on campus tend to experience the most dramatic adjustment. Younger commuter students who are still living at home and maintaining high school friendships will experience slightly less change, and adult students who are attending part-time and are balancing school, work, and family may require the least adjustment.

Ernest Pascarella and Patrick Terenzini (1991) assert that adjusting to college entails the complementary processes of desocialization and socialization. Desocialization is the changing or discarding of selected values, beliefs, and traits one brings to college in response to the college experience. Socialization is the process of being exposed to and taking on some of the new values, attitudes, beliefs, and perspective to which one is exposed at college. It is also the process of internalizing the character, culture, and behavioral norms of the institution one is attending. Pascarella and Terenzini described the transition from high school as a "culture shock involving significant social and psychological relearning in the face of encounters with new ideas, new teachers and friends with quite varied values and beliefs, new freedoms and opportunities, and new academic, personal and social demands" (pp. 58-59). This culture shock is especially acute for those students who do not have siblings or parents who attended college.

Freshmen beginning college usually have expectations about college life long before actually leaving home. Some students look forward to college, and are eager to experience more freedom and adventure. Other individuals may be enthusiastic about college initially, but then discovered that the actual experience fell short of their expectations. They don't feel happy, comfortable, or secure in their new environment. In addition, there were some students who knew that leaving home will be difficult and, therefore, dread the thought of packing and going to college. No matter what the expectations, nearly every student encounters challenging experiences or obstacles at the beginning of college life that they didn't anticipate. Positive life changes produce stress, and certainly the changes involved in leaving home for college are demanding and can lead to varying emotions including sadness, loneliness and worry. These feelings are typical and part of the normal developmental transition to college. If you are struggling with the transition to college, there are some things you can do to help yourself make the adjustment:

First, reach out to others in your dorm. You are likely to find that you are not the only one who is sad and upset. Your Religious Activity is a good resource to talk to and to help you figure out how to cope. Upperclassmen may also be eager to share with you experiences of their own difficulty adjusting to college life during their freshmen year.

Second, join campus organizations and clubs that appeal to you. These activities do not have to be a perfect match for you, but can still help you to meet and interact with others who share similar interests and/or may also be looking to meet friends outside the dorm environment.

Third, make an extra effort to take care of yourself, including making time to rest, eat balanced meals, exercise and avoid abuse of alcohol or other drugs. Try to develop a manageable schedule, including identifying your optimal place and time in the day to study.

Fourth, adjust your expectations if things are not working out as you planned. For example, your roommate might not be your best friend. You may need to initiate conversations about conflict over personal space and living habits. Try to give yourself some time to adjust. Recognize that relationships take time to develop (e.g. most students' friendships from home formed over a period of years), and that your surroundings will become more familiar over time.

Lastly, seek out resources on campus that can help you address problems and get support, both academically and personally. These varied resources include the adviser, professors, the Counseling Center, Residence Life staff, Campus Ministry, the Center for Health and Wellness Education and the Career Center. Each of these resources will also assist in connecting you with other helpful resources on campus ([<http://www1.villanova.edu/studentlife>](<https://www.google.com/search?q=http://www1.villanova.edu/studentlife>). Retrieved 5/24/14).

RESEARCH METHODOLOGY

Research Design

This study was conducted to determine the relationship between the level of self-esteem and college adjustment of the first year students of GSC. In the study, descriptive correlation design was employed to establish a relationship between the self-esteem and college adjustment of the respondents. The variables considered were age, sex, course, high school of origin and family monthly income as the independent variables and self-esteem and college adjustment as the dependent variables.

Respondents of the Study

The respondents of the study were the 634 first year students enrolled in all courses offered at the Guimaras State College during the 2nd semester of academic year 2014-2015.

Data Gathering Instrument

The researcher made questionnaire used in this study was divided into three parts: Part I included the Personal Profile of the respondents; the information on the respondent's age, sex, course, high school of origin and monthly family income were gathered. Part II included the Questionnaire Proper which consisted of 20 statements concerning self-esteem and Part III consisted of 15 statements concerning college adjustment. Each item was provided with five alternative responses. In the self-esteem, the questions were rated as (1) strongly disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree. While in the students college adjustment the rating assessment were (1) not adjusted, (2) moderately adjusted, (3) Adjusted, (4) Highly Adjusted and (5) Very Highly Adjusted.

Validity and Reliability of Questionnaire

The researcher made questionnaire was duly validated by three jurors who were chosen according to their expertise was used in gathering the data on the level of self-esteem and college adjustment of the students.

Data Gathering Procedure

The researchers requested for the total number of students from the office of the Registrar of GSC during the second semester of academic year 2014-2015. The questionnaires were given to the respective advisers and they were the ones who administered the instruments to ensure its 100% retrieval. The accomplished instrument was then checked to ensure that all items were answered accordingly. Upon retrieval of the accomplished questionnaires, the data were tallied, computed, analyzed and interpreted.

Statistical Tools Used

After the result had been gathered, the researchers scored the filled-in questionnaires. The data gathered were subjected to certain computer-processed statistics known as the Statistical Package for Social Sciences (SPSS) program for Windows. The descriptive statistics such as the frequency count, percentage, and mean were employed. The inferential statistical tool used was a 2 Tailed ANOVA test at 0.01 level of significance.

Results and Discussions

1. Profile of the Respondents

Table 1 presents the profile of the respondents in terms of age, sex, course, high school of origin and monthly family income. In terms of age, 610 or 96.2% aged ranging from 15-24 years old. Fifteen or 2.4% did not indicate their age and 9 or 1.4% of them aged 25-32 years old. As to sex, the majority or 351 or 55.4% were female while only 273 or 43.1% were male. As to course, majority 155 or 24.4 % of the respondents were BSBA, followed by BIT with 126 or 19.9%), then BSED (113 or 17.8%). These were followed by the BSIT (78 or 12.3%), BEED (59 or 9.3%), CRIM (54 or 8.5%), and HRM (49 or 7.7%).

The table also presents the high school of origin of the respondents and their monthly family income. Results revealed that majority of the respondents were products of the public schools with 584 or 92.1%, while only 45 or 7.1% came from private schools. However there were 5 or .8%) did not indicate their high school of origin. In terms of their monthly family income, 505 or 79.7 % of the respondents answer that their family earned P10, 000.00 and below a month. 99 or 15.6%) had a monthly family income ranging from P10,000.00 to P20,000.00 while only 22 or 3.5%) had a monthly family income of more than P20,000.00. However, 8 or 1.3 % of them did not indicate their monthly family income. This means that most of the respondents came from public schools and their monthly family income are below the poverty threshold level. This means that their earnings just enough or even not enough to sustain the basic needs of the family.

Table 1. Profile of the Respondents

Age	F	%
15 - 24 years old	610	96.2
25 - 32 years old	9	1.4
Did not indicate	15	2.4
Total	634	100.0
Sex		
Female	351	55.4
Male	273	43.1
Did not indicate	10	1.6
Total	634	100.0
Course		
BSBA	155	24.4
BIT	126	19.9
BSED	113	17.8
BSIT	78	12.3
BEED	59	9.3
CRIM	54	8.5
HRM	49	7.7
Total	634	100.0
High School of Origin		
Public	584	92.1
Private	45	7.1
Did not indicate	5	.8
Total	634	100.0
Monthly Family Income		
below P10,000	505	79.7
P10,000 - P 20,000	99	15.6
above P20,000	22	3.5
Did not indicate	8	1.3
Overall Mean	634	100.0

2. Self-Esteem Assessment

Table 2 shows the level of Self-Esteem classified as to profile. The overall mean for the items in this category was 3.57 described as "High". On the individual category as to age, sex, course and high school of origin obtained a mean of 3.5736 while monthly family income has a mean of 3.5733; all were described as "High". This means that the students could easily adapt or adjust to the changing environment.

Table 2. Level of Self-Esteem as to Categories

Category	Mean	Interpretation
Age	3.5736	High
Sex	3.5736	High
Course	3.5736	High
High School of Origin	3.5736	High
Monthly Family Income	3.5733	High
Overall Mean	3.5700	High

Table 3 presents the overall mean of the Self-esteem assessment as a whole was 3.57 and is described as "High". On the individual item "Accept myself as I am" (M= 4.42) was described as "Very High". This implies that the students are very conscious/concerned of their own selves. "I feel that I am a person, at least the same with others." (M=3.77); "I feel that I have a number of good qualities. (M=3.82); I am able to do things as well as most others are." (M=3.75); "I take a positive attitude

e toward myself." (M=3.99); "As a whole, I am satisfied with myself." (M= 3.94); "I wish I could have respect for myself." (M=4.03); "I trust my own reactions. And I take responsibility for my actions." (M=4.06); "I feel competent in some areas." (M= 3.65); "I am willing to try new things even if I sometimes fail." (M=4.13); "I admit mistakes." (M=3.98); "I worry a lot about what I consider to be my faults." (M=3.51); all were described as "High". This means that they are confident and responsible of their action they think of they are capable of doing. "I am inclined to feel that I am a failure on the things that I will do." (M=2.94); "I feel I do not have things as most other people." (M=3.25); "At times, I feel useless." (M=3.09); "Sometimes, I think I am no good at all." (M=3.26); all were interpreted as "Average". This means that only few of the students lack of confidence on themselves.

Table 3. Level of Self-Esteem as a Whole

Self-Esteem	Mean	Sd	Interpretation
1.) I feel that I am a person, at least the same with others.	3.77	.999	High
2.) I am inclined to feel that I am a failure on the things that I will do.	2.94	.977	Average
3.) I feel that I have a number of good qualities.	3.82	.762	High
4.) I feel I do not have things as most other people.	3.25	.979	Average
5.) I am able to do things as well as most others are.	3.75	.922	High
6.) At times, I feel useless.	3.09	1.114	Average
7.) I take a positive attitude toward myself.	3.99	.819	High
8.) Sometimes, I think I am no good at all.	3.26	1.050	Average
9.) As a whole, I am satisfied with myself.	3.94	.858	High
10.) I wish I could have respect for myself.	4.03	.964	High
11.) I trust my own reactions.	4.06	.818	High
12.) I accept myself as I am.	4.42	.752	Very High
13.) I take responsibility for my actions.	4.06	.740	High
14.) I feel competent in some areas.	3.65	.867	High
15.) I am willing to try new things even if I sometimes fail.	4.13	.785	High
16.) I admit mistakes.	3.98	.924	High
17.) I let others make decisions for me.	2.6	1.131	Average
18.) I trust the reactions of other people more than my own.	2.75	1.038	Average
19.) I avoid new challenges.	2.47	1.081	Average
20.) I worry a lot about what I consider to be my faults.	3.51	.988	High
Overall Mean	3.57	.390	High

Scale: 1.00–1.79 (Very Low), 1.80–2.59 (Low), 2.60–3.39 (Average), 3.40–4.19 (High), 4.20–5.00 (Very High)

3. College Adjustment Assessment

a. As to Profile

Table 4 shows the College Adjustment of the respondents categorized as to age, sex, course, high school of origin and monthly family income. Results revealed that the overall mean was 3.75 described as "Good". When categorized as to age, sex, course and High School of Origin have an overall mean of 3.746 while the monthly family income has a mean of 3.7458, all were described as "Good" as shown in the table. This means that they could easily get along with their classmates, schoolmates and other people regardless of their socio economic status.

Table 4. Level of College Adjustment Assessment as to Category

Category	Mean	Interpretation
Age	3.7460	Good
Sex	3.7460	Good
Course	3.7460	Good
High School of Origin	3.7460	Good
Monthly Family Income	3.7458	Good
Overall mean	3.7500	Good

b. As a Whole

Table 5 presents the overall mean of the college adjustment as a whole was 3.75 described as "Good". On the individual item in the questionnaire, "I am meeting other people and making friends"(M=4.28); "I expect to finish a bachelor's degree"(M=4.30); "I easily make friends"(M=4.28), all described as "Very Good". This means that the students have a very good social relationship with others. " I do function well during the examination (M=3.66); I enjoy academic work"(M=3.77); "I am satisfied with my professor(M=3.79);" I am satisfied with my academic situation" (M= 3.61); I fitted well with the college environment" (M=3.72);"I am adjusting well in college" (M=3.97); I can easily work well with the group" (M=3.93); I can easily adjust with the situation" (M= 3.76); I would rather study alone than with companion" (M=3.51); all described as "Good". This means that they can easily adjust with other people. "I find academic work difficult"(M=3.15); " I do function well during the examination" (M=3.34; "My college professors/ teachers can easily depend on me (M=3.32); all described "Average" This means that they are not open to other people.

Table 5.College Adjustment

Item	Mean	Sd	Interpretation
1.) I find academic work difficult.	3.15	.961	Average
2.) I do function well during the examination.	3.66	.752	Good
3.) I have trouble concentrating well when studying.	3.34	.961	Average
4.) I enjoy academic work.	3.77	.882	Good
5.) I am satisfied with my professor.	3.79	.820	Good
6.) I am satisfied with my academic situation.	3.61	.796	Good
7.) I fitted well with the college environment.	3.72	.783	Good
8.) I am adjusting well in college.	3.97	.789	Good
9.) I am meeting other people and making friends.	4.28	.755	Very Good
10.) I expect to finish a bachelor's degree.	4.30	.799	Very Good
11.) I easily make friends.	4.07	.807	Very Good
12.) I can easily work well with the group.	3.93	.721	Good
13.) I can easily adjust with the situation.	3.76	.750	Good
14.) My college professors/ teachers can easily depend on me.	3.32	.907	Average
15.) I would rather study alone than with companion.	3.51	1.084	Good
Overall Mean	3.75	.420	Good

Scale: 1.00–1.79 (Very Difficult), 1.80–2.59 (Difficult), 2.60–3.39 (Average), 3.40–4.19 (Good), 4.20–5.00 (Very Good)

4. Difference in Self-Esteem and Respondents' Profile

Table 6 shows self - esteem classified as to age, sex, course, high school of origin and monthly family income. Results revealed that age, course, high school of origin and monthly family income has no significant difference while sex has a significant difference. This means that the self- esteem of the respondents varies when it comes to the variable sex.

Table 6 Difference in Self-Esteem and Respondents' Profile

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.619	48	.075	.700	0.937
Within Groups	62.982	585	.108		
Total	66.601	633			
Between Groups	20.211	48	.421	1.603	.007*
Within Groups	153.689	585	.263		
Total	173.9	633			
Between Groups	159.259	48	3.318	.772	.867
Within Groups	2513.512	585	4.297		
Total	2672.771	633			
Between Groups	39.226	48	.817	.710	.930
Within Groups	56.014	585	.096		
Total	60.229	633			
Between Groups	17.111	48	.356	1.057	.373
Within Groups	196.88	584	.337		
Total	213.991	632			

5. Differences in College Adjustment Assessment as to Profile

Table 6 presents the differences in college adjustment assessment. Results revealed that age, course, high school of origin and monthly family have no significant difference while there is a significant difference in sex.

Table 6. Differences in College Adjustment Assessment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.918	40	.098	.927	.602
Within Groups	62.683	593	.106		
Total	66.601	633			
Between Groups	16.926	40	.423	1.599*	.013
Within Groups	156.974	593	.265		
Total	173.901	633			
Between Groups	152.899	40	3.822	.900	.649
Within Groups	2519.873	593	4.249		
Total	2672.771	633			
Between Groups	35.093	40	.877	.768	.848
Within Groups	54.359	593	.092		
Total	60.229	633			
Between Groups	17.735	40	.443	1.337	.084
Within Groups	196.255	592	.332		
Total	213.991	632			

Relationship between Self – Esteem and College Adjustment

The correlation average of students' self-esteem and college adjustment was .534. This means the correlation is significant at the 0.01 level. Therefore there is a significant relationship existed between the respondents self-esteem and college adjustment. This means that when the self-esteem of the students is high then their college adjustment is better.

	sAve	cAve
Pearson Correlation	1	.534**
Sig. (2-tailed)		.000
N	634	634
Pearson Correlation	.534**	1
Sig. (2-tailed)	.000	
N	634	634

**Correlation is significant at the 0.01 level (2-tailed).

Conclusions

Based from the findings, the following conclusions are:

1. Majority of the students belong to age bracket 15-24 years old and most of them were female. BSBA students have the biggest population. Most of the respondents' were products of public high schools in the province of Guimaras and majority of their monthly family income (below P10,000.00) was below the regional poverty threshold level. Therefore, they were considered poor and their income is more or less just enough or not even enough to sustain their basic needs.
2. The level of self-esteem of the students when categorized as to profile and as a whole was HIGH.
3. The level of college adjustment of the students when categorized as to profile and as a whole was Good.
4. There is a significant difference on the level of self-esteem of the students only in terms of age.
5. There is a significant difference on the level of college adjustment of the students in terms of sex only.
6. There is a significant relationship existed between the students self-esteem and college-adjustment of the student.

Recommendations

The following recommendations are:

1. Continuation of the programs being conducted in school to maintain students high self-esteem.
2. Continual Improvement of instructional strategies to further improve their study habits and response to other school activities.
3. Conduct similar study on self-esteem and academic performance of the students.

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