
Self-Esteem As A Psychosocial Correlate of Academic Performance Among College of Teacher Education Students

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Abstract

This study examined the level of self-esteem and its relationship with the academic performance of College of Teacher Education students at Lyceum-Northwestern University during Academic Year 2025–2026. Using a descriptive-correlational research design, the study involved 103 second- and third-year Teacher Education students from the BEED, BPED, and BSED programs. Data were gathered through a standardized self-esteem questionnaire adapted from the Rosenberg Self-Esteem Scale and students' academic records. Frequency, percentage, mean, standard deviation, correlation analysis, Mann-Whitney U test, and Friedman test were used to analyze the data. Findings revealed that most respondents were female and that the largest group came from the BSED program. The respondents generally demonstrated moderate self-esteem, with a mean score of 15.61. Academic performance varied slightly across programs, with BEED obtaining the highest mean score; however, the Friedman test showed no significant difference in academic performance across programs. Correlation analysis revealed a very weak negative and non-significant relationship between self-esteem and academic performance, $r = -0.090$, $p = .364$. The study concluded that self-esteem did not significantly affect academic performance, although self-esteem enhancement remains important for students' confidence, motivation, and personal development.

Keywords: Self-esteem; academic performance; teacher education; college students; Rosenberg Self-Esteem Scale

Introduction

Self-esteem is a significant psychological construct that influences how students perceive their worth, competence, and capacity to succeed in academic tasks. Among Teacher Education students, self-esteem is particularly important because future teachers are expected to demonstrate confidence, emotional stability, communication competence, and resilience in both academic and professional settings. A strong sense of self-worth may help students participate actively, manage academic pressure, and develop positive learning behaviors.

Academic performance remains one of the most common indicators of student success in higher education. It is generally reflected in grades, general weighted average, and overall scholastic achievement. However, academic success is not shaped by cognitive ability alone. Psychological

and affective factors, including confidence, motivation, self-concept, and self-esteem, may influence how students engage with academic requirements.

This study focused on determining the level of self-esteem and its effect on the academic performance of College of Teacher Education students at Lyceum-Northwestern University. Specifically, it examined the respondents' profile in terms of sex, year level, and specialization; described their level of self-esteem and academic performance; tested the relationship between self-esteem and academic performance; and proposed a self-esteem enhancement program based on the findings.

Methodology

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the respondents' profile, level of self-esteem, and academic performance, while the correlational component examined whether a significant relationship existed between self-esteem and academic performance.

The study was conducted at the College of Teacher Education of Lyceum-Northwestern University, Dagupan City. The respondents were 103 second- and third-year Teacher Education students enrolled during Academic Year 2025–2026. Total enumeration was used to cover students from the BEED, BPED, and BSED programs.

Data were gathered using a self-administered questionnaire adapted from the Rosenberg Self-Esteem Scale. The respondents' academic performance was obtained from official academic records, with proper authorization and in accordance with data privacy protocols. The data were analyzed using frequencies, percentages, means, standard deviations, correlation analysis, the Mann-Whitney U test, and the Friedman test. Ethical safeguards were observed, including informed consent, confidentiality of responses, voluntary participation, and proper handling of academic records.

Results

The study involved 103 respondents, composed of 30 second-year students and 73 third-year students. In terms of sex, female students constituted the majority, with 74 female respondents compared to 29 male respondents. In terms of specialization, BSED had the highest number of respondents, with 45 students (43.69%), followed by BEED with 34 (33.02%) and BPED with 24 (23.31%).

The respondents obtained a mean self-esteem score of 15.61, interpreted as moderate self-esteem. This suggests that the students possessed a fair level of self-confidence and self-worth, although there remains room for improvement in their self-perception and personal development. In academic performance, BEED obtained the highest mean score of 3.67, followed by Filipino with 3.54 and Social Studies with 3.50. Science obtained the lowest mean score of 3.29 and recorded the greatest variability. However, the Friedman test showed no significant difference in academic performance across programs, $\chi^2 = 2.778$, $p = .734$.

Correlation analysis revealed a very weak negative relationship between self-esteem and academic performance ($r = -0.090$, $p = .364$). Since the p-value was greater than .05, the relationship was not statistically significant. The Mann-Whitney U test also showed no significant difference between the compared groups, $U = 951.500$, $Z = -1.050$, $p = .293$.

Discussion

The findings indicate that the respondents generally had moderate self-esteem. This means that while students possessed a reasonable level of confidence and self-worth, their self-esteem was not yet highly developed. For Teacher Education students, this result is important because confidence, self-expression, and emotional stability are essential qualities in teacher preparation.

The academic performance results showed slight variations across specializations. BEED students recorded the highest mean score, while Science majors obtained the lowest mean score. However, these differences were not statistically significant, suggesting that academic performance was generally comparable across programs. This implies that specialization alone may not be a determining factor in students' academic achievement.

The correlation result showed that self-esteem was not significantly related to academic performance. Although self-esteem is often associated with motivation, confidence, and persistence, the present findings suggest that other factors may have a stronger influence on academic performance among the respondents. These may include study habits, learning environment, instructional support, family background, motivation, time management, and access to academic resources.

Despite the absence of a significant relationship, self-esteem remains educationally relevant. Moderate self-esteem among future teachers still requires institutional attention, as self-confidence and a positive self-concept contribute to classroom participation, professional identity formation, interpersonal competence, and resilience. Thus, the proposed self-esteem enhancement program remains justified as a student development intervention.

Conclusion

Based on the findings, the study concluded that the College of Teacher Education students generally demonstrated moderate self-esteem and satisfactory academic performance. Female students composed the majority of respondents, and BSSED had the largest representation among the programs.

The study further concluded that self-esteem did not significantly affect respondents' academic performance. The correlation between self-esteem and academic performance was very weak, negative, and statistically non-significant. Likewise, there were no significant differences in academic performance across programs.

Although self-esteem was not a significant predictor of academic performance, it remains an important component of students' personal, social, and professional development. For Teacher Education students, strengthening self-esteem may help improve confidence, motivation, classroom participation, peer relationships, and readiness for future teaching responsibilities. Therefore, implementing a self-esteem enhancement program is recommended to support students' holistic development and academic engagement.

AI Declaration Statement:

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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