

# Self-Esteem, Self-Efficacy, and Academic Performance of Teacher Education Students in one State University in the Philippines

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**Abstract:** A descriptive correlational study was conducted to assess the level of self-esteem, self-efficacy and academic performance of the College of Teacher Education students and to find out the relationship between these variables. A total of 194 tertiary students in the College served as the respondents of the study. They were chosen using stratified random sampling technique. The research instruments used in the study were the modified General Self-Efficacy Scale by Schwarzer and Rosenberg's Self-Esteem Scale with a Cronbach alpha of 0.92 which indicated a high reliability index. The gathered data were treated using frequency counts, percentage, weighted mean, and Chi-square test. The findings revealed that 60% of the respondents have high level of self-esteem while 61% reported a high level of self-efficacy. Their general weighted average during the academic year 2015 – 2016 ranges from 86 – 90. Their academic performance and self-esteem showed a significant relationship. Student's academic performance and self-efficacy also showed a significant association. These findings led to the conclusions that someone with a high self-esteem is expected to perform well academically. It is also concluded that how the students expect they can successfully perform a behavior have a statistically significant correlation with how they perform academically. Hence, it is recommended that the Office of Students Affairs of the University may offer self-esteem enhancement programs to sustain students' self-esteem. These would allow the students to examine their thoughts and feelings and become more positive about themselves. Teachers may provide situations of success for all students for this will improve students' sense of self-efficacy, with all the benefits that could arise from such a case, including improved academic performance.

**Keywords:** Self-esteem, Self-Efficacy, Academic Performance, Future Teachers

## 1. Introduction

Self-esteem is how people feel about themselves and how much they like themselves, especially socially and academically when it comes to college students. Having one's academic achievement is a major key to most college students' self-esteem. Having a high self-esteem has many positive effects and benefits, especially among college students. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and more sociable, and most pertinent to this study is that they tend to perform better academically.

On the other hand, college students with a low self-esteem tend to be unhappy, less sociable, more likely to use drugs and alcohol, and are more vulnerable to depression, which are all correlated with lower academic achievement (Wiggins, 1994).

Past research has shown that self-esteem and academic achievement correlate directly to a moderate degree (Wiggins, 1994). Honor students tend to demonstrate higher academic self-esteem and competency. For them, this academic self-esteem seems to become a motivational factor (Moeller, 1994). For many college students their self-esteem is based or enforced by their academic success or achievements.

Self-efficacy relates to a person's perception of their ability to reach a goal. According to Stanford psychologist Albert Bandura (1982), self-efficacy is a person's confidence in his or her ability to manage and deal effectively with specific situations and problems he/she confronts. People with high

self-efficacy tend to exert greater effort when faced with a challenge, which in turn increases the chances of success in dealing with it. Self-efficacy can help promote success in meeting the challenges of life. When people are convinced that they can indeed meet challenges, the resulting sense of self-efficacy will most likely place them in a cycle of success (Feldman, 1989). Higher perceived self-efficacy leads to effort and persistence at a task, whereas low self-efficacy produces discouragement and giving up (Bandura, 1986).

A review of the literature has shown that a strong sense of esteem and self-efficacy is related to higher achievement. Individuals with a high self-esteem and self-efficacy are more likely and willing to tackle new and challenging tasks and to stick with them, whereas individuals with lower self-esteem and self-efficacy are more likely to neglect trying new experiences. Hence, this study.

This study aimed to investigate if self-esteem and self-efficacy are significantly related to academic performance. It sought to: describe the profile of the respondents in terms of age, sex, course, year level and field of specialization; determine the level of self-esteem, self-efficacy and academic performance of the respondents; find out if there is a significant relationship between respondents' self-esteem and academic performance; determine if there is a significant relationship between respondents' self-efficacy and academic performance.

The aim of schools is to enhance the educational and psychological growth of the students to make him an effective and efficient member of the society. The results of this study will bring sense of awareness among students about their individual self-esteem and self-efficacy.

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School administrators will be guided in planning the curriculum. The affective domain of learning would be improved and given more attention that it rightly deserves.

Teachers will get ideas on how to improve teaching and learning process. They may integrate activities in the curriculum that will boost one's self-esteem and self-efficacy. They can capitalize on the strong points of their students, therefore giving the students the chance to gain confidence and improve in areas where they are weak.

Parents will be enlightened on the roles they play in providing moral support to their children to help them gain self-confidence. This gain would manifest in the academic performance of their children.

## 2. Materials and Methods

This study employed the descriptive-correlational research design. The respondents of this study were the 194 Second Year – Fourth Year College of Teacher Education students enrolled during the First Semester, Academic Year 2015 – 2016 at the Laguna State Polytechnic University, Los Baños Campus Los Baños, Laguna. The general weighted average of the students was retrieved from the registrar.

The instruments for this research include the General Self-Efficacy Scale by Schwarzer and Rosenberg's Self-Esteem Scale. Frequency counts, percentage, mean, and Chi-square test were used as statistical tools in this study.

## 3. Results and Discussion

**Table 1: Age Distribution of the Respondents**

Age	Frequency (f)	Percentage (%)
17-18	81	41.75
19-20	79	40.72
21-22	19	9.80
23-24	8	4.12
25-above	7	3.60
TOTAL	194	100.00

Table 1 presents the distribution of respondents in terms of age. 81 or 41.75% are within the age bracket of 17-18, 79 or 40.72% are in the age bracket of 19-20, 19 or 9.80% belong to 21-22, 8 or 4.12% have an age ranging from 23-24, while the remaining 7 or 3.60% constitute the age range of 25 and above. The results further indicate that almost 82.00% of the respondents are in their typical age while 18.00% of the total respondents are older than the usual age range of college students.

**Table 2. Gender Distribution of the Respondents**

Sex	Frequency (f)	Percentage (%)
Male	64	33.00
Female	130	67.00
TOTAL	194	100.00

Table 2 shows that 64 (33.00%) of the respondents are male while 130 (67.00%) are female. This result shows that the field of education is consistently dominated by female future teachers.

**Table 3: Course Distribution of the Respondents**

Course	Frequency (f)	Percentage (%)
Bachelor of Elementary Education (BEEEd)	48	24.74
Bachelor of Secondary Education (BSEd)	146	75.26
TOTAL	194	100.00

It can be seen from table 3 that 48 or 24.74% are taking Bachelor of Elementary Education (BEEEd) while 146 or 75.26% are pursuing Bachelor of Secondary Education (BSEd).

**Table 4: Year Level Distribution of the Respondents**

Year Level	Frequency (f)	Percentage (%)
Second Year	68	35.05
Third Year	63	32.47
Fourth Year	63	32.47
TOTAL	194	100.00

Table 4 illustrates the distribution of respondents in terms of year level. Majority of the respondents or 68 (35.05%) are Sophomores while Juniors and Seniors both shared 63 or 32.47% of the total respondents.

**Table 5: Distribution of Respondents in terms of Field of Specialization**

Course	Frequency (f)	Percentage (%)
BSEd MAPEH	4	2.06
BEEEd – General Education	48	24.74
BSEd Bio. Science	14	7.22
BSEd English	36	18.56
BSEd Filipino	17	8.76
BSEd Math	30	15.46
BSEd Soc. Science	21	10.82
BSEd TLE	24	12.37
TOTAL	194	100.00

Table 5 depicts the distribution of respondents in terms of field of specialization. 48 or 24.74% are from BEEEd – General Education. In the BSEd, English as a major field of specialization succeeded other fields with 36 students or 18.56% while MAPEH has the least number of students with only 4 or 2.06%. MAPEH as a major field is only on its first semester of implementation and for this reason; it obtained the least distribution of enrollees.

**Table 6: Respondents' General Weighted Average per Specialization**

Course	General Weighted Average			Total	Rank
	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year		
BSEd MAPEH	88.25	*	*	*	*
BEEEd – General Education	86.89	87.88	89.23	88.00	5
BSEd Bio. Science	90.33	89.00	88.25	89.19	3
BSEd English	88.91	89.92	90.42	89.75	2
BSEd Filipino	88.83	88.75	87.57	88.38	4
BSEd Math	90.33	90.40	91.36	90.70	1
BSEd Soc. Science	87.00	86.75	86.89	86.88	6
BSEd TLE	87.08	87.14	85.00	86.41	7

It can be gleaned from table 6 the General Weighted Average (GWA) of the respondents per field of specialization. Based on the results, BSEd Math students ranked first with general weighted average of 90.70 followed by BSEd English, Bio. Sci., Filipino, BEEEd, Soc.

Sci. and TLE with GWA of 89.75, 89.19, 88.38, 88.00, 86.88 and 86.41, respectively.

**Table 7:** Respondents' Academic Performance

Level	Frequency (f)	Percentage (%)
Very Satisfactory (90 – 95)	69	35.57
Satisfactory (84 – 89)	113	63.40
Fairly Satisfactory (78 – 83)	2	1.03
TOTAL	194	100.00

Based on the result presented in Table 7, 113 (63.40%) of the total number of respondents performed satisfactorily in their academic subjects. Meanwhile, 69 (35.57%) were rated as very satisfactory and only 2 (1.03%) obtained a fair satisfactory academic rating. This result implies that the College of Teacher Education students are very devoted to their studies.

**Table 8:** Respondents' Level of Self-esteem

Level	Frequency (f)	Percentage (%)
High (40 – 50)	51	26.29
Average (25 – 39)	142	73.20
Low (24 and below)	1	0.52
TOTAL	194	100.00

Table 8 presents the respondents' level of self-esteem. 142 or 73.20% of the total number of the respondents have average level of self-esteem and 51 or 26.29% have a high level while 1 or 0.52% has low level of self-esteem. This result signifies that CTE students feel something good about themselves.

**Table 9:** Respondents' Level of Self-efficacy

Level	Frequency (f)	Percentage (%)
High (35 – 40)	35	18.04
Average (20 – 34)	159	81.96
Low (19 and below)	0	0.00
TOTAL	194	100.00

It is shown in Table 9 the respondents' level of self-efficacy. Majority of the respondents (159 or 81.96%) have an average level of self-efficacy and 35 or 18.04% have a high level of self-efficacy. None of the respondents has a low level of self-efficacy. This result only means that the student-respondents expect that they can successfully perform their assigned tasks.

**Table 10:** Comparison of Respondents' Academic Performance and Level of Self-Esteem

Academic Performance	Self-Esteem				Total	
	High		Average		F	%
	f	%	f	%		
Very Satisfactory	27	13.92	41	21.13	1	0.52
Satisfactory	24	12.37	99	51.03	0	0.00
Fairly Satisfactory	0	0.00	2	1.03	0	0.00
Total	51	26.29	142	73.20	1	0.52

It can be seen from Table 10 that out of 123 student-respondents who have a satisfactory academic performance, 99 or 51.03% have an average level of self-esteem while the remaining 24 or 12.37% possess a high level of self-esteem. Among the 69 respondents who performed very satisfactorily, 41 or 21.13% revealed that they exhibit an average level of self-esteem while 27 or 13.92% hold a high

level of self-esteem and, one (1) or 0.52% was noticed to have a low level of self-esteem. Two (2) or 1.03% student-respondents who found out to have a fair grade acquire an average level of self-esteem.

**Table 11:** Comparison of Respondents' Academic Performance and Level of Self-Efficacy

Academic Performance	Self-Efficacy				Total	
	High		Average		F	%
	f	%	f	%		
Very Satisfactory	18	9.28	51	26.29	69	35.57
Satisfactory	16	8.25	107	55.15	123	63.4
Fairly Satisfactory	1	0.52	1	0.52	2	1.03
Total	35	18.04	159	81.96	194	100

It can be gleaned from Table 11 that 107 or 55.15% of 123 student-respondents who satisfactorily performed in their academics have an average level of self-efficacy while 16 or 8.25% possess a high level of self-efficacy. Out of 69 respondents with very satisfactory academic performance, 51 or 26.29% have an average level of self-efficacy while 18 or 9.28% acquire high level of self-efficacy. Further, out of the two (2) students with a rating of fairly satisfactory, one (1) has a high level while the other one (1) has a low level of self-efficacy

**Table 12:** Correlation between Variables

Variables	Computed Value of $X^2$	Critical Value of	Df	Remarks
Academic Performance and Self-esteem	11.69*	9.49	4	Significant
Academic Performance and Self-efficacy	6.51*	5.99	2	Significant

\* Correlation is significant at s.05 level of significance

Table 12 portrays the correlation between variables under study. Based on the results, there is a significant relationship between students' academic performance and level of self-esteem with a computed  $X^2$  value of 11.69 which is higher than the critical value of 9.49 at 4 degrees of freedom using .05 level of significance. It confirms the result of past research which shown that self-esteem and academic achievement correlate directly to a moderate degree (Wiggins, 1994). Honor students tend to demonstrate higher academic self-esteem and competency. For them, this academic self-esteem seems to become a motivational factor (Moeller, 1994).

Moreover, since the computed  $X^2$  value of 6.51 is higher than the critical value of 5.99 with 2 degrees of freedom at .05 level of significance, hence there is a significant relationship between students' academic performance and their self-efficacy. This finding validated Schwarzer's (1997) account which states that having a strong sense of competence helps cognitive processes and performance in areas such as academic achievement.

#### 4. Summary, Conclusion and Recommendation

The statistical treatment of data revealed that: Majority of the respondents or 68 (35.05%) are Sophomores while Juniors and Seniors both shared 63 or 32.47% of the total respondents; 48 or 24.74% are from BEEd – General Education. In the BSEd, English as a major field of

specialization succeeded other fields with 36 students or 18.56% while MAPEH has the least number of students with only 4 or 2.06%;

Based on the results, BSEd Math students ranked first with general weighted average of 90.70 followed by BSEd English, Bio. Sci., Filipino, BEEd, Soc. Sci. and TLE with GWA of 89.75, 89.19, 88.38, 88.00, 86.88 and 86.41, respectively.

113 (63.40%) of the total number of respondents performed satisfactorily in their academic subjects; 69 (35.57%) were rated as very satisfactory and only 2 (1.03%) obtained a fair satisfactory academic rating.

142 or 73.20% of the total number of the respondents have an average level of self-esteem and 51 or 26.29% have high level while 1 or 0.52% has low level of self-esteem.

Majority of the respondents (159 or 81.96%) have an average level of self-efficacy and the rest, 35 or 18.04% have a high level.

Out of 123 student-respondents who have a satisfactory academic performance, 99 or 51.03% have an average level of self-esteem while the remaining 24 or 12.37% possess a high level. Among the 69 respondents who performed very satisfactorily, 41 or 21.13% revealed that they exhibit an average level while 27 or 13.92% hold a high level and, one (1) or 0.52% was noticed to have a low level of self-esteem. Two (2) or 1.03% student-respondents who found out to have a fair grade acquire an average level of self-esteem. 107 or 55.15% of 123 student-respondents who satisfactorily performed in their academics have an average level of self-efficacy while 16 or 8.25% possess a high level. Out of 69 respondents with very satisfactory academic performance, 51 or 26.29% have an average level of self-efficacy while 18 or 9.28% acquire high level. Further, out of the two (2) students with a rating of fairly satisfactory, one (1) has a high level while the other one (1) has a low level of self-efficacy.

There is a significant relationship between students' academic performance and level of self-esteem with a computed  $X^2$  value of 11.69 which is higher than the critical value of 9.49 at 4 degrees of freedom using .05 level of significance.

Since the computed  $X^2$  value of 6.51 is higher than the critical value of 5.99 with 2 degrees of freedom at .05 level of significance, hence there is a significant relationship between students' academic performance and their self-efficacy.

#### 4.1 Conclusions

The empirical findings of this investigation led to the following conclusions:

1) The null hypothesis stating that there is no significant relationship between students' self-esteem and academic performance is hereby rejected. From the present data, the researcher concludes that someone with

a high self-esteem is expected to perform well academically or the other way around.

2) The null hypothesis stating that there is no significant relationship between students' self-efficacy and academic performance is also rejected. The researcher concludes that how the students expect they can successfully perform a behavior have a statistically significant correlation with how they perform academically or vice-versa.

#### 4.2 Recommendations

The findings of the study yield the following recommendations:

- 1) The Office of Students Affairs of the University should offer self-esteem and self-efficacy enhancement programs to sustain students' self-esteem and self-efficacy. These would allow the students to examine their thoughts and feelings and become more positive about themselves.
- 2) Teachers should provide situations of success for all students; this will improve students' sense of self-esteem and self-efficacy, with all the benefits that could arise from such a case.
- 3) Students should involve themselves to various activities that would further enhance their level of self-esteem and self-efficacy.
- 4) Parents should guide their children properly and provide the love and support they deserve so that their levels of self-esteem and self-efficacy will be reinforced. Consequently, the students' academic performance will be improved.
- 5) Future researchers are encouraged to conduct a study on the factors affecting one's level of self-esteem and self-efficacy.

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