SCHOOL QUALITY AND SELF-ESTEEM OF COMPOSTELA NATIONAL HIGH SCHOOL

A Thesis

Presented to

The Faculty of the Professional Schools

University of Mindanao

Tagum City

In Fulfillment

of the Requirements for the Degree

Master of Arts in Education

Major in Educational Management

CHERRY MARIE A. BUDO

June 2023

APPROVAL SHEET

This thesis entitled **"SCHOOL QUALITY AND SELF-ESTEEM OF COMPOSTELA NATIONAL HIGH SCHOOL"** prepared and submitted by **CHERRY MARIE ALONZO BUDO,** in partial fulfillment of the requirements for the degree of **Master of Arts in Education Major in Educational Management**, has been examined and is hereby recommended for approval and acceptance.

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Comprehensive Examination: **PASSED**

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ACKNOWLEDGMENT

Foremost, the researcher extended her utmost gratitude to her research adviser Dr. Ionne A. Avelino, for instilling confidence in her, through inspirational words, patience, motivation, and encouragement and for constantly rendering timely advice and sparing valuable time when required.

Dr. Ionne A. Avelino, Dr. Gina Fe G. Israel, Dr. Rey M. Regidor, Dr. Evelyn P. Saludes, Dr. Larcyneil P. Pascual, and Dr. Eugenio S. Guhao Jr. for their insightful comments and constructive criticisms at different stages of the research where they helped focus on her ideas, for holding her to a high research standard and enforcing strict validations for each research result, and thus teaching the researcher how to do research;

Hyacinth Jan A. Angelical and Rina F. Alonzo-Jabonillo for the moral support extended to the researcher, for being her motivators, for always believing in her capabilities and capacities, who have helped her to stay strong through these difficult years, and for the usual moral. Their support and care helped the researcher to overcome setbacks and stay focused on her graduate study. They also encouraged the researcher to continue and finish the study;

Most importantly, none of this would have been possible without the love and patience of the family, the constant source of love, concern, support of moral and financial, and strength all these years. To her Mamang Aging and Papang Delfin who always gave her just the right pep talk and understanding that a good education is the

eradicator of poverty, her sincere gratitude to both of you. To her Mama Helen and Papa Virgilio, who is also her inspirations Ysang, Topher, Hezekiah, Macky. Also, her deepest gratitude to her husband, Jun B. Mariaca, thank you to all of you;

Above all, to the Redeemer and Savior Almighty Father for answering her prayers for giving strength for without Him everything is nothing. Everything is possible because of His flowing love, grace, and mercy.

-CMAB-

ABSTRACT

The study aimed to determine which of the domains in school quality significantly influence the self-esteem of CNHS learners. The quantitative non-experimental design using the correlational technique was used in the study. It was conducted in Compostela National High School involving 300 Junior High learners, specifically learners of grade 7, grade 8, grade 9, and grade 10 for the School Year 2018-2019. Moreover, the statistical tools used in the study were Mean, Pearson Product Moment of Correlation, and Regression. The study revealed a high level of school quality and self-esteem in the learners. The study also found a significant relationship between school quality and self-esteem. Further, the study revealed that the combined domains of school quality significantly influence the self-esteem of Compostela National High School learners. In the institution mentioned above, among the domains of school quality, professionalism and capacity of the system and responsiveness of the system has the greatest influence on the self-esteem of the learners.

Keywords: *Maed educational management, school quality, self-esteem, Philippines*

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DEDICATION

This humble work is dedicated to my family from whom I gained the strength, inspiration, and courage to pursue this life milestone.

To my friends who somehow uplift my confidence to finish these undertakings.

To my respondents who helped me by giving their words of encouragement and for the time they spent answering my survey questionnaire

To my fellow researchers.

To the readers.

-CMAB-

Chapter 1

INTRODUCTION

Rationale

In Saudi Arabia, Dr. Almistahiri (2020) mentioned that children with low self-esteem rely on coping strategies that are counterproductive such as bullying, quitting, cheating, avoiding, etc. Although all children will display some of these behaviors at times, low self-esteem is strongly indicated when these behaviors appear with regularity. Socially children with low self-esteem can be withdrawn or shy, and find it difficult to have fun. Although they may have a wide circle of friends they are more likely to yield to group pressure and more vulnerable to being bullied. At school, they avoid trying new things (for fear of failure) and will give up easily.

As Olea stated that an individual with high self-esteem has many positive effects and benefits. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to the pressure of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and are more sociable, and most importantly they tend to perform better academically (Cherry, 2022).

Self-esteem and school quality are intricately linked, as studies have shown a significant correlation between the two factors. A positive school environment characterized by supportive teachers, strong academic programs, and a sense of community fosters higher self-esteem in students. On the other hand, schools with inadequate resources, bullying, or a negative culture can lead to lower self-esteem among students. Influential figures, such as teachers and parents, play a crucial role

in shaping students' self-esteem through their supportive and encouraging interactions. However, it is important to note that the relationship between self-esteem and school quality is complex, and various individual and contextual factors also contribute to students' overall self-esteem levels. The absence of existing research on the link between school quality and learner self-esteem in Compostela has sparked the researcher's interest in investigating this matter. This study aims to explore whether school quality influences learner self-esteem, which could be of concern to the study's intended beneficiaries and potentially lead to the development of intervention strategies to enhance the teaching-learning process. As a result, conducting this study holds great significance.

Research Objectives

A study was conducted that school quality significantly influences learners' self-esteem at Compostela National High School, Compostela, Compostela Valley. The specific objectives of the study are as follows:

1. To describe the level of school quality in terms of;
    1.1. Standard based-learning;
    1.2. Quality student support;
    1.3. Professionalism and capacity of the system;
    1.4. Coordinated team;
    1.5. Responsiveness of the system;
    1.6. Focused and sustained action;
    1.7. Involvement;
    1.8. Satisfaction; and
    1.9. Student safety and well-being.
2. To describe the level of students' self-esteem in terms of the following indicators;
    2.1. Internal locus of control;

2.2. Sense of belonging and acceptance; and

2.3. Sense of competence.

4. To determine the significant relationship between school quality and the self-esteem of

the learners.

3. To determine which of the domains in school quality significantly influence self-esteem of the learners.

Hypothesis

The null hypotheses below were tested at the 0.05 alpha level.

1. There is no significant relationship between school quality and learners' self-esteem.

2. There is no domain in school quality that significantly influences learners' self-esteem.

Review of Related Literature

Presented in this section are the theories, ideas, facts, data, views, and readings related to school quality and self-esteem.

The independent variable is the school quality, which according to Spring (2013), is measured in terms of s*tandard based-learning, quality student support; professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being.* On the other hand, self-esteem is considered in the study as the dependent variable which measured includes *internal locus of control, sense of belonging and acceptance, and sense of competence*. As all quality principles are interrelated and facilitate each other (Muhammad, et al., 2019).

School Quality

Standards-based education differs from traditional methods primarily through the grading process. Rather than assigning an A-F score, students must show mastery through the learning targets. Standards-based education is important as it helps teachers design and deliver specific content that students need to know before leaving K-12 public schools. By teaching through the standards, all students will have equitable core foundational skills. Standards-based education is a style of education that measures students' proficiency based on a set of standards to determine mastery. The standards are developed by the state or determined by a national curriculum (Honeycutt, 2022).

Tait said, student persistence could be enhanced by endorsing all three primary functions of quality student support running at a good quality level. These three functions include cognitive, affective, and systemic supports. The cognitive support all learning support services through a variety of media. Affective support plays a pivotal role in providing a supporting environment in enhancing students' motivation, self-commitment, self-esteem, and self-efficacy. Finally, systemic support provides a friendly administrative process for students and effective and transparent information management systems (Arifin, 2018).

As stated in Memorandum OUCI-2020-307 released on October (DepEd) 2020, Undersecretary for Curriculum and Instruction Diosdado San Antonio outlined ten highly-recommended measures to field units to ensure flexibility in teaching and learning. The measures are reconsidering time allotment for the completion and

submission of activities by the learners, and expanding mental health/socio-emotional well-being support to teachers, learners, and parents through group wellness sessions. Learning tasks in the SLMs may be streamlined to ensure that activities sufficiently develop learning competencies leading to mastery.

Getting multiple teams of people with unique feelings, ideas, and ways of doing things to work together seamlessly is not a small task. Studies also show that even organizations that think they are doing it well usually still have room for improvement. So, whether or not you think your teams are working well together, it is the key to your learners' success to be on the lookout for ways to improve (Cook, 2020).

Responsive learning environments are welcoming and engaging. They are tailored to the individual needs and interests of all children. Learning environments include classrooms, play spaces, homes, and outdoor areas. They also include other areas visited by a child during their daily life. Responsive adults are the most important part of any learning environment. This includes teachers, home visitors, families, and caregivers (U.S. DHHS, 2021).

To produce students who can think about achieving a particular goal and manage their mental processes. This is known as meta-cognition that skills help students become better problem solvers. In addition, teachers create a classroom environment in which students are problem solvers. This helps tie struggles to strategies so that the students will not only see value in working harder but in working

smarter by trying new and different strategies and revising their process (Mills, Kim, and NSWDOE, 2020).

When teachers and families partner together to support student achievement, students earn higher grades, attend school regularly, and enroll in higher-level courses. This collaboration also fosters more motivated students. Young people maintain higher educational aims and lower rates of dropout. Students with involved parents have better attendance and complete more homework (Pontz, 2019).

Also, students develop key social and emotional learning skills. Parents can participate at school by helping with functions and communicating with teachers. They can also be involved at home in many ways including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education (Pontz, 2019).

In the higher education sector, service quality is considered a key determinant of its performance. The existing literature on the service quality construct in higher education identifies many dimensions such as competence of staff, the reputation of the institution, delivery styles by tutors and lectures, reliability, tangible, responsiveness, the sufficiency of resources, administrative services, and attitude support services among others (Sibai, et al., 2021).

Student safety, well-being, and building resilience are crucial in preventing and reducing the impact of mental health problems. Schools play a vital role in promoting student well-being. However, there is little clear evidence about the effectiveness of school-based well-being programs in terms of their impact on students' safety, well-

being, and academic outcomes. Few systematic reviews consider academic outcomes and preview reviews on well-being are narrow in scope (Dix et al., 2020).

Self-esteem

Human behavior is driven by needs, one of which is the need for a sense of personal importance, value, or self-esteem. There are several component needs involved in achieving a sense of self-esteem, such as respect for others, an internal acceptance of who we are, confidence, and achievement (Cherry, 2022).

As Olea stated that an individual with high self-esteem has many positive effects and benefits. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to the pressure of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and are more sociable, and most importantly they tend to perform better academically (Cherry, 2022).

Few people have a wholly internal or external locus of control: most of us fall somewhere between the two ends of the spectrum. Locus of control may vary in different situations at work and home and it may change over time. People often tend toward a more internal locus of control as they grow older and their ability to influence the events in their lives increases. Having a moderate internal locus of control makes you more able to accept situations that you can't influence and manage effectively when they arise (Mckinney, 2018).

The need to belong refers to a human emotional need to affiliate with and be accepted by members of a group. This may include the need to belong to a peer group at school, to be accepted by co-workers, to be part of an athletic team, or to be part of

a religious group. A sense of belonging involves more than simply being acquainted with other people. It is centered on gaining acceptance, attention, and support from members of the group as well as providing the same attention to other members. The need to belong to a group also can lead to changes in behaviors, beliefs, and attitudes as people strive to conform to the standards and norms of the group (Cherry, 2021).

Competence is a belief that one has skills in a particular area. Self-esteem and perceived competence are necessary for students to take risks in their learning and to bounce back after failure or adversity. The need for competence fuels persistence, sustained effort and attention, and the determination to improve. The need for competence drives the desire to seek out optimal challenges. When people engage in optimally difficult and complex activities, their talents and skills are stimulated at a developmentally suitable level. This produces a deeply satisfying perception of competence in the moment which generates interest and energy for continued activity (APA, 2020).

RRL of this study is about various aspects related to school quality, learning environments, self-esteem, and students' needs. It covers the significance of standards-based learning, the role of supportive adults in learning environments, the impact of parental involvement on student achievement, dimensions of service quality in education, and the importance of learners' well-being and resilience. It also delves into the concept of self-esteem and its positive effects on academic performance. Additionally, it explores the idea of locus of control and the need to belong, both of which influence human behavior and social dynamics. Moreover, it highlights the importance of perceived competence in fostering persistence and motivation in

learners. Overall, it emphasizes the significance of creating a positive and supportive learning environment to enhance learner success.

Theoretical Framework

The study is anchored to the theory of Franken (1994) that there is a growing body of research that indicates that it is possible to change self-esteem. The empirical studies have established that there are several school quality factors found within the school that could influence students' self-esteem in secondary schools. The non-prioritization of teachers' basic needs also mirrors the need for facilities to ensure the best conditions conducive to learning. The provision of these education facilities is very crucial in ensuring quality education.

The independent variable is supported by Magbanua (2011) stated that achieving the correct mix of inputs will bring about the desired outputs". It identified five major in-school areas for improving the quality of school. These included: improving curriculum, increasing learning materials; increasing instructional time; improving teaching; and increasing the capacity of students.

While the dependent variable is supported by Crocker, et al (2004) that individuals who based their self-worth on a specific dimension leave themselves much more vulnerable. Their self-esteem is threatened when negative events happen to them within that dimensions. Students who based their contingency of self-worth on school quality dimensions had a greater likely hood of experiencing low self-esteem, greater negative effects, and negative self-evaluative thoughts when they did not perform well, when they received poor grades, or when graduates schools rejected them.

Moreover, Nuer, et.al, (2004) said that many individuals strive for a feeling of value and those people would experience special motivation to succeed and actively avoid failure in the domain in which they base their self-worth. Accordingly, successful self-regulation can prove difficult for people aiming to maintain and enhance their self-esteem because they would have to embrace failure or criticism as a learning opportunity. Instead when a task that individuals see as fundamental to their self-worth leads to stress, feelings of pressure, and a loss of intrinsic motivation. On the other hand, the positive emotional effect following success in a domain of contingency may become addictive for the highly contingent individual. Over time, these people may require even greater success to achieve the same satisfaction or emotional "high".

Conceptual Framework

The independent variable School Quality is supported by Magbanua (2011) with the following indicators: standard-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being. *Standards-based learning* approach data is used to assess individual standards and assign a proficiency rating that tracks a child's progress and *quality of student support* involving cognitive, affective, and systemic elements. Cognitive support provides learning services, affective support creates a supportive environment to enhance students' motivation and confidence, and systemic support ensures user-friendly administrative processes and efficient information management systems. *The professionalism and capacity of the system* establish the foundation for all teacher training and development programs, ensuring that

educators are adequately prepared to successfully implement the K to 12 programs. The key to your learners' success lies in *coordinated teamwork*, where individuals actively seek opportunities for improvement; *a responsive learning system* is designed to adjust to the unique requirements of every student and foster a collaborative learning environment that emphasizes cooperation among learners instead of isolating them; and taking *focused and sustained action* helps students understand how their challenges can be overcome through effective strategies. This enables them to appreciate the value of both increased effort and smarter approaches, such as trying different strategies and improving their processes.

The involvement of teachers and families is a support system for students to achieve higher grades, attend school regularly, enroll in higher-level courses, and develop their self-esteem. *Satisfaction* denotes the personal evaluation made by a student regarding the overall quality of their school experience, and *student safety and well-being* involve ensuring the protection of all students from violence, the presence of weapons and threats, theft, bullying, harassment, and the sale or usage of illicit substances within the school premises, as well as addressing other emergencies.

While the dependent variable self-esteem with the following indicators: internal locus of control, sense of belonging and acceptance, and sense of competence. *Internal locus of control* in this study means fulfilling needs, including the need for a sense of personal significance, worth, or self-esteem; the *sense of belonging and acceptance* pertains to the innate emotional requirement of humans to connect with and be embraced by individuals within a particular group; a *sense of competence* in

this study acts as a driving force behind the persistence, consistent effort, and focused

attention needed to foster continuous improvement.

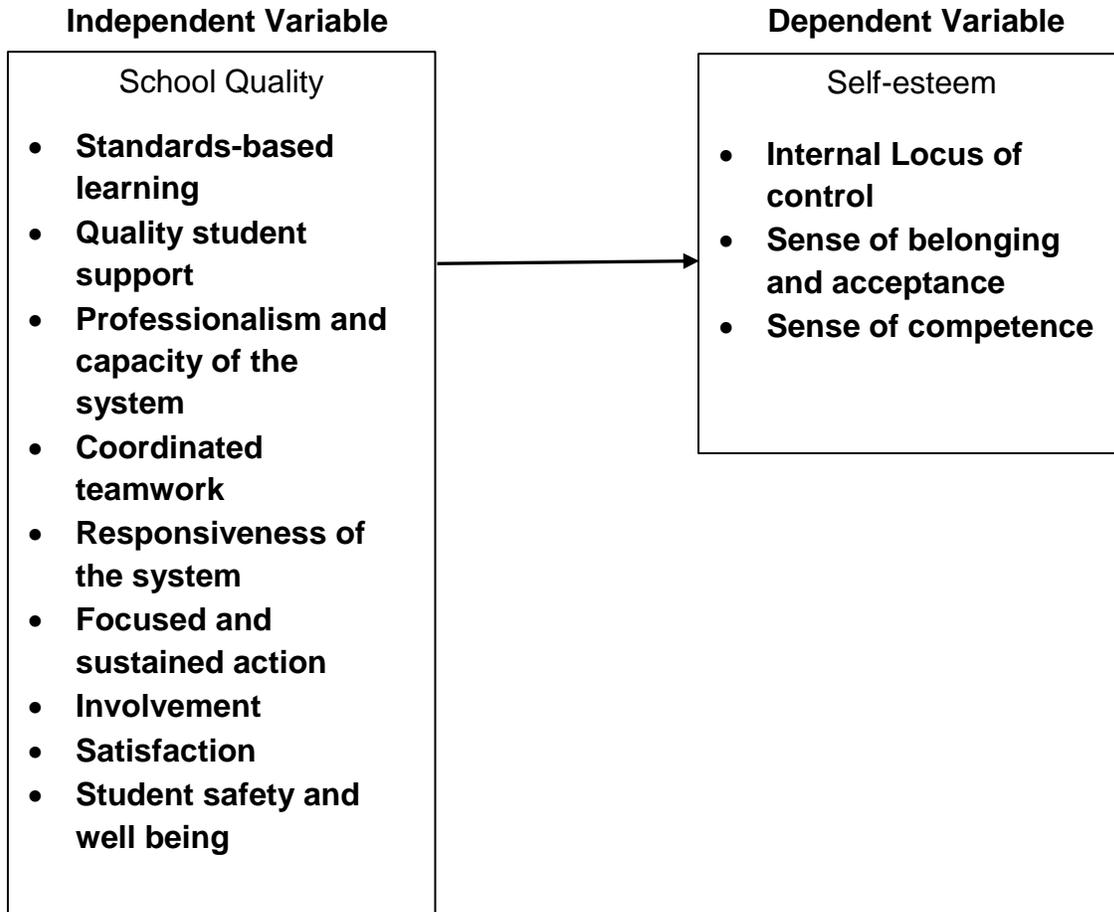| **Independent Variable**	**Dependent Variable**
School Quality • **Standards-based learning** • **Quality student support** • **Professionalism and capacity of the system** • **Coordinated teamwork** • **Responsiveness of the system** • **Focused and sustained action** • **Involvement** • **Satisfaction** • **Student safety and well being**	Self-esteem • **Internal Locus of control** • **Sense of belonging and acceptance** • **Sense of competence**

Figure 1. Conceptual Framework of the Variables of the Study

SIGNIFICANCE OF THE STUDY

Determining the factors that influence school quality on students' self-esteem is important for the student's development (Guerrero, 2021). Thus, this study may provide relevant information for the teachers and instructors. For them to know and understand the factors that may affect the self-esteem of their students.

The results of this study are also relevant for schools and other educational institutions because these may help in providing information that can aid and enhance the competency or self-esteem of the students. This study may serve as a basis for devising ways and means for the self-esteem development of the students.

Learners may also get benefits from this study. Results will help them in recognizing their needs in developing their self-esteem as well as the factors influencing their competency. They can be having a better perspective on how to look at the school quality factors that could affect their self-esteem. Specifically, learners can determine the significant relationship between school quality and their self-esteem. Also, learners can determine which of the domains in school quality significantly influence their self-esteem.

DEFINITION OF TERMS

The following terms are defined operationally for a better understanding of the study.

Self-esteem. It refers to standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being.

School quality. Operationally, it refers to standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, Involvement, satisfaction, and student safety and well-being.

Chapter 2

METHOD

In this chapter, the following salient features were presented in gathering the necessary data, research design, research locale, population and sample, research instrument, data collection, and statistical tool.

Research Designed

This study utilized the quantitative non-experimental design utilizing the causal effect procedure with regression analysis. Quantitative research arrangement is a formal even-handed, exact technique wherein mathematical data is used to get information about the factors. It is used to describe variables or concepts, examine the relationships among variables, and determine the effects of an intervention on an outcome. Correlational research is the best quantitative method of research in which you have two or more quantitative variables from the same group of subjects (Gay, Mills & Airasian, 2006)

The descriptive survey method is appropriate for the present investigation for it deals with the descriptions of school quality factors and the self-esteem of the learners.

Research Locale

The study was conducted in Compostela Valley, one of the provinces of the Philippines located in the Davao Region at Mindanao. The province called ComVal for short, used to be part of Davao del Norte until it was made independent in 1998. It is the fourth newest province of the Philippines, behind Dinagat Island, Zamboanga Sibugay, and Davao Occidental. Its capital is Nabunturan. The province borders Davao del Norte to the West, Agusan del Sur to the North, and Davao Oriental to the East. To the southwest lies Davao Gulf. Its first elected governor was Jose R. Caballero, formerly a lawyer for a mining group in the province.

The legislative districts of Compostela Valley, namely the first and second districts are the representations of the Province of Compostela Valley in the Philippines House of Representative Compostela Valley was part of the representation of the Davao del Norte until 1998 when it was created as a separate province and granted own representation.

Compostela is a first-class municipality in the province of Compostela Valley, Philippines. According to the 2010 census, it has a population of 81, 934 people.

Figure 1: Geographic Location of the Study

Population and Sample

The study respondents were Grade VII to Grade X learners. Respondents involved in the study are 75 Junior High School learners in each grade level with a total of 300. Since the number of learners' population is enough for the study, the total enumeration technique will employ, thus, the entire population is purposely included to respond to the items on school quality factors and self-esteem domains. The actual number of respondents is 8.6 percent of all grade levels from the said school (from grade VII, VIII, IX, and X students).

Also, those who are not qualified to participate in the study are the learners from other schools because this study was solely specifically conducted at Compostela National High School.

Furthermore, this study considers the precautions or guarantees designed to safeguard the privacy and confidentiality of the respondents. The study employed random sampling where each individual was chosen by chance, and each learner had an equal opportunity to be included in the sample. This study was conducted in the school year 2018-2021. Respondents can also withdraw anytime if they feel threatened physically, psychologically, socially, economically, and emotionally during the conduct of the study.

Distribution of Respondents

Grade Level	Respondents
VII	75
VII	75
IX	75
X	75
Total	**300**

Research Instrument

The instrument used in the study is composed of two parts. The first part is on school quality which is focused on standard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being.

The second part of the instrument deals with the learner's self-esteem with intrinsic and extrinsic indicators. Both questionnaires for independent and dependent variables are adopted; however, they were referred to expert validators for the appropriateness of the items in the said questionnaires. The comments and ratings of experts were incorporated in the finalization of the said instruments. After the validation and approval of the researcher's adviser, the questionnaires were administered to identified respondents of the study.

The Likert scale is used in describing the level of school quality factors and the self-esteem of the learners. According to Santos (2011), the Likert Scale requires individuals to tick a box/blank in response to a large number of items concerning attitude, object, and stimulus. It is common to treat the number obtained from a rating scale directly as measurements by calculating averages or more generally any arithmetic operations. The nine categories of school quality factors with their respective range of means and descriptions are as follows:

The Parameter Limits for School Quality are as follows:

Range of Means	Descriptive Equivalent	Description
4.20-5.00	Very High	This means that the school quality dimensions are very much manifested.
3.40-4.19	High	This means that the school quality dimensions are much manifested.
2.60-3.39	Moderate	This means that the school quality dimensions are moderately manifested.
1.80-2.59	Low	This means that school quality dimensions are less manifested.
1.00-1.79	Very Low	This means that school quality dimensions are not manifested at all.

On the other hand, the data on learners' self-esteem are presented below with their respective range of means and descriptions.

Range of Means	Descriptive Equivalent	Description
4.20-5.00	Very High	This means that self-esteem is very much felt.
3.40-4.19	High	This means that self-esteem is much felt.
2.60-3.39	Moderate	This means that self-esteem is moderately felt.
1.80-2.59	Low	This means that self-esteem is seldom felt.
1.00-1.79	Very Low	This means that self-esteem is not felt at all.

Data Collection

The researcher has undergone the following steps in conducting the study on school quality factors and the self-esteem of the learners.

Firstly, the researcher sought permission from the school's division superintendent to conduct a study on the school quality and the self-esteem of the learners. Upon approval of the school division superintendent, the researcher, together with her colleagues, administered the questionnaires to the respondents of the study.

Further, before the survey questionnaire was handed out, the researcher sought the validation of the questionnaire from competent internal and external evaluators. Then the manuscript was reviewed by the UM Ethics Review Center. After this, it was also pilot-tested for the assurance of its credibility. Next, the researcher explained to the respondents the means and importance of questionnaires, and the tool that was used are Facebook Messenger, text messaging, and face-to-face communication provided that safety protocols were observed properly.

Then, the researcher handed out questionnaires to the respondents via house-to-house visitation, if and only if their houses were reachable. For those who were not, questionnaires were handed out to the advisers and given to students upon distributing modules. Schools followed a weekly release and retrieval of modules. Also, after the questionnaires were retrieved, it was disinfected and remained in a box for seven (7) days.

Finally, after the researcher retrieved the administered questionnaires with the support of her friends, co-teachers, and school heads, she immediately proceeded to tally and tabulate the collected data subjected to statistical analysis. Thereafter, the data was

evaluated and interpreted. Given the exploration's findings, conclusions were taken and recommendations were made based on the data.

Statistical Tools

The data gathered through questionnaires will tailed and treated using the following statistical tools:

Means. This was computed to describe the level of school quality dimensions and self-esteem of the learners.

Pearson R. This was used to test the significance of the relationship between school quality dimensions and the self-esteem of learners.

Regression Analysis. This was used to determine the significant influence of school quality dimensions and the self-esteem of learners.

Ethical Considerations

Junior high school learners from Compostela National High School were the main respondents of this study. To avoid bias in the conduct of the study, random sampling was applied to seek possible responses from all participants. Therefore, the ethical protocols and standards set by the University of Mindanao Ethics Committee were strictly followed during the conduct of this study. The researcher requested and obtained the necessary approval from school authorities.

The researcher ensures the appropriateness of identified recruiting parties and conducted a review of the level of risks and measures to mitigate these risks (including physical, psychological, and social-economic. Proper authorization and consent are also obtained from the sample of the study, in which they are assured that all their rights would be fully protected, specifically in handling the data such as, but not limited to:

Voluntary Participation. The participation of the respondents is completely voluntary and anonymous to protect their privacy and information is given whenever the respondents did not understand, before deciding whether to participate or not in the study. Respondents' names did not appear anywhere and no one except the researcher know about respondents' specific answers. If confidential, the researcher assigns a number to the responses, and only the researcher had the key to indicate which number belongs to which respondent.

Priv*acy and Confidentiality*. Learners should be recognized as autonomous agents with the ability to exercise their autonomy to the utmost extent feasible, including the right to privacy and the confidentiality of private information. Maintaining privacy and secrecy serves to safeguard participants from potential damages such as embarrassment or suffering on a psychological level and social harm. Therefore, to protect the rights of the study's participants, all information gathered from this study is kept private and confidential.

Informed Consent Process. The researcher ensured that the respondents were well informed of the study's potential benefits to them, the school, and society by using a clear and understandable survey questionnaire. The survey is conducted with the approval of the concerned school authorities as well as the permission of the respondents themselves. The researcher also ensured that the respondents read, understood, agreed, and signed ICF (informed consent form) and were given a chance to ask questions with the support psychosocially. Respondents have been given a copy of the said form and can withdraw the consent at any time and discontinue participation without penalty.

Risks. This research did not involve high-risk situations that the population may experience in the area of physical, psychological, or socioeconomic concerns. It protected and secured the rights of the individuals in the study.

Benefits. The results of this study can help the teachers since the findings of this will give them new information in planning and implementing new methodologies based on the recommendations. Also, learners will have a better perspective on how to look at the school quality factors that could affect their self-esteem. Specifically, respondents can determine the significant relationship between school quality and their self-esteem. Also, respondents can determine which of the domains in school quality significantly influence their self-esteem. Lastly, administrators can also gain new insight from this study since they have long been improving the school quality and implementing the learner-centered curriculum.

Plagiarism. To avoid plagiarism, you should first learn about the many types of plagiarism and how to correctly cite sources. Therefore, the researcher ensures that the proper and accurate citation of ideas from other writers and experts was followed correctly. Grammarly and Turnitin software were used to check this manuscript for errors and plagiarism. The researcher's manuscript will also be subjected to a plagiarism check before and after it is conducted.

Fabrication. As this study is based on several existing studies, the researcher made sure that she did not make any tales from her literature. Thus, all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works.

Falsification. This research complies with the citation rules outlined in APA 6th edition citation format hence there are no misrepresentations of work or alterations of any

data gathered in the study. The data and information obtained are presented in the most accurate way of writing.

Conflict of Interest. Such interests might be financial or non-financial, and they refer to everything that has the potential to affect decision-making. This study acknowledged and treated respondents properly, and allowed them to make their own decisions. The researcher also ensured that there is no conflict of interest in terms of fiscal nature. Moreover, no positions or duties are hidden in this study. The researcher also disclosed her interests during the conduct of the survey, ensuring that there is no conflict of interest in this study, making it fair and unbiased. Furthermore, to demonstrate fairness, the researcher ensured that the respondents involved are not consanguinity.

Deceit. The writings in this paper did not utilize any form of untruthfulness to harm the welfare of the respondents. All the information written was checked and validated by the panel of experts.

Permission from Organization/Location. The research is conducted with formality and clear adherence to the ethical standards, thus a formal letter is sent to the authorities of the Division of Davao de Oro formerly Compostela Valley. The research is only conducted after the approval from the authorities.

Authorship. Lastly, this study considers authorship qualifications in the conduct of the study. The researcher together with the help and guidance of the research adviser had substantially contributed to the conception and design, or acquisition of data, or analysis and interpretation of data. The researcher and adviser collaboratively draft the article and revise it critically for important intellectual content. Both have contributed to the study leading to the publication of the research.

Technology Issues. Technology can help to develop this study. It can also elaborate on the problems and the result of the data collected from the respondents. Since most information is collected by the use of technology for whatever purposes, modifications that explicitly generate and collect related information would affect a major improvement in this study. Furthermore, to avoid technological concerns, security precautions relating to the usage of online panels, data gathering online, and how one views information being conveyed in an online environment have been put in place and made comprehensible to the respondents.

Chapter 3

RESULTS

Results, analyses, interpretations, findings, and interventions of the data gathered through the research instruments are presented in this section. The data presented both tabular and textual forms. All inferential results were analyzed and interpreted at a 0.05 level of significance. The specific topics discussed in this research include the level of school quality in terms of s*tandard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being;* level of students' self-esteem in terms *internal locus of control, sense of belonging and acceptance, sense of competence;* the correlation between measures, and the domain in *School Quality* that significantly influences *Self-esteem.*

Revealed in the tables below are the computed standard deviations ranging from 0.324 to 0.634, which are less than 1.0, which is the typical standard deviation for a 5-point Likert scale according to Wittink and Bayer (1994). This means that the ratings obtained in this study are close to the mean, indicating the consistency of the responses of the respondents.

Level of School Quality

The first objective of the study deals with the level of *School Quality* which indicators include s*tandard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety and well-being.*

Table 1
Level of School Quality

Indicators	Mean	SD	Description
Standard-Based Learning	4.15	0.491	High
Quality Student Support	3.89	0.631	High
Professionalism and Capacity of the System	4.20	0.489	Very High
Coordinated Teamwork	4.13	0.586	High
Responsiveness of the System	4.33	0.514	Very High
Focused and Sustained Action	4.835	0.906	Very High
Involvement	4.13	0.630	High
Satisfaction	4.19	0.609	High
Student Safety and Well Being	4.05	0.605	High
Overall	**4.21**	**0.607**	**Very High**

Shown in Table 1 is the summary of the respondents' responses which an overall mean score is 4.21 or a very high level and an overall standard deviation of 0.607. The very high level of school quality is derived based on the mean scores of 4.20 for professionalism and capacity of the system and a mean score of 4.33 for responsiveness of the system.

Among the indicators of school quality, the focused and sustained action indicator ranks first. As indicated in the appended Table 1.6, it has the least mean score of 4.835 or a very high level, and with a corresponding standard deviation of 0.906, data indicate a mean value of 4.01 *or high for agreeing that the school tells learners when they do good and quality works, 3.91 or high for confirming that school installed equipment/new technologies for learners enhancement and development, 3.89 or high for confirming that school helps learners to figure out the answers to difficult problems, 3.78 or high for agreeing that school thinks about learners as individual and not stereotype them as part of some grou*p *and 3.75 or high for confirming that school allows learners to express their feelings to others*. Data indicate that the respondents are very satisfied with how the school acknowledges learners' voices, achievements, needs, difficulties, and differences.

Responsiveness of the system was the ranks second indicator with mean scores of 4.33 or very high and with a corresponding standard deviation of 0.514. As shown in Table 1.5, the itemized details for these ratings from highest to lowest were as follow: 4.60 or very high *for agreeing that there having rules and regulations for learner's safety and discipline, 4.29 or very high for having classroom settings or instructions are learner-centered, 4.28 or very high in agreement that school keeps parents informed about information and events that are important, 4.27 or very high for implementing classroom management for learners discipline and motivation, and 4.23 or very high for agreeing that school is having a curriculum adequate to learner's development.* Data indicate that the respondents were very high in terms of responsiveness of the system and learners are very responsive to school rules and regulations for them to be safe and disciplined. Data further indicate that the school is having classroom settings or instructions that are learner-centered.

Professionalism and capacity of the system indicator rank third among the parameters of school quality with a mean score of 4.20 and the corresponding standard deviation was 0.489, and as shown in the appended Table 1.3, the details supporting of professionalism and capacity of the system, *show a mean score of 4.33 or very high for the fact that having rules and regulations is for the learner's wellness, 4.29 or very high for agreeing that the school supporting and helping to improve learners performance and skills, 4.19 or high that school is having appropriate and adequate approaches, techniques and methods of teaching, 4.11 or high for agreeing that school is having a right system for everyone's welfare, and 4.08 or high for the thought that school care, support and love the respondents*. Data indicate a very satisfactory school professionalism and capacity of its system.

The satisfaction indicator ranks fourth among the measures of school quality. As indicated in the appended Table 1.8, the mean score as bases for satisfaction is 4.19 or at a high level, and with a corresponding standard deviation of 0.609, data indicate a mean value of 4.51 *or very high for agreeing that the school has rules and regulations for safety, 4.33 or very high for confirming that school giving health services, good and quality education, 3.95 or high for confirming that school is having adequate facilities, and 3.83 or high for agreeing that school is* having a good infrastructure or environment. Data indicate that the respondents are satisfied with the rules, regulations, safety, health services, and quality education of the school.

The standard based-learning indicator ranks fifth among the measures of school quality. As indicated in the appended Table 1.1, the mean scores as bases for standard based-learning is 4.15 or a high level, and with a corresponding standard deviation of 0.491, data indicate a mean value of *4.41 or very high for agreeing that teachers find*

other ways to make one understands when having trouble in learning, 4.20 or very high

for confirming that their teachers ask to review one's work so that learners can improve,

4.15 or high for confirming that their teachers meet or fulfill the learning standards, 4.07

or high for agreeing that their teachers are aware of how they doing in school and keep

track of their progress, 4.06 or high for the respondents' belief that their teachers asking

to demonstrate what has been learned in different ways and 4.03 or high for that teachers

know when one is doing well on school works. Data indicate that the respondents are

satisfied with how their teachers reinforce them regarding their trouble in school work.

Coordinated teamwork and involvement indicators rank sixth among the measures

of school quality. As indicated in the appended Table 1.4, the mean scores as bases for

coordinated teamwork is 4.13 or high level, with a corresponding standard deviation of

0.586, and in Table 1.7, the mean scores as bases for involvement is 4.13 or high level,

and with a corresponding standard deviation of 0.630. For coordinated teamwork, data

indicate a mean value of *4.58 or very high for having a principal that supports school*

activities, 4.45 or very high for agreeing that their school teachers encourage learners to

do their best, 4.20 or very high for confirming that their teachers are very committed to

their profession, 4.03 or high for having approachable teachers and principal if students

have problems, and 3.41 or high for having enough supplies and learning materials in all

classes to complete ones' assignment. Data indicate that the respondents are satisfied

with how the school principal supports school, learners-teachers activities.

For involvement, data indicate a mean value of *4.41 or high for conducting*

meetings to inform parents about the performance of their children, 4.20 or very high that

the school invites parents to witness students' performance, 4.11 or high for confirming

that the school collaborates to the stakeholders to create programs for students welfare,

4.06 or high that the the school provides the learner's family knowledge of how their children are doing, and 3.87 or high means confirming that school teachers talk to someone in the learner's family about school. Data indicate that the respondents are satisfied with how the school informs the learner's family about school.

Student safety and well-being was the indicator ranks eight with mean scores of 4.05 or high and with a corresponding standard deviation of 0.605. As shown in Table 1.9, the itemized details for these ratings from highest to lowest were as follow: 4.33 or very high *for agreeing that school should respect all races and cultures, 4.18 or high for disciplining learners who misbehave, 4.08 or high in agreement that school should have anti-bullying law, 3.85 or high for allowing learners to share opinions or concerns with at least on one teacher or other school staff, and 3.80 or high for agreeing that school is safe and clean.* Data indicate that the respondents were satisfied in terms of their safety and well-being at school. Data further indicate that the school respect differences and equality to give good quality education.

Quality student support indicator was in the last rank among the measures of school quality. As indicated in the appended Table 1.2, the mean scores as bases for quality student support is 3.89 or high level, and with a corresponding standard deviation of 0.631, data indicate a mean value of 4.30 *or very high for agreeing that the school cared when someone is injured, 4.07 or high for confirming that school discipline learners fairly, 4.04 or high for confirming that school* cares and gives help when learners need it, *3.85 or high for agreeing that school is safe and clean and 3.18 or moderate for confirming that school is safe from bullying*. Data indicate that the respondents are satisfied with how the school secures their welfare.

Level of learner's self-esteem

The second objective of the study concerns the level of *learners' self-esteem*. Included measures for this variable are *internal locus of control, sense of belonging and acceptance, and sense of competence* in which responses from the respondents are reflected in Table 2. Computations on self-esteem yield an overall mean score of 3.89 or a high level and with a standard deviation of 0.635 indicating that the respondents' self-esteem was satisfied by the school quality they rendered.

Among the types of self-esteem, internal locus of control has the highest mean score of 4.05 described as a high level with a standard deviation of 0.619. This value was obtained based on the mean scores as appended in Table 2.1, for *4.28 or very high for believing that grades are the result of one's effort, 4.18 or high for agreeing that they fe*el safe, guided, and cared for by their teachers*, 4.12 or high for confirming that they feel supported and enjoyed participating in school activities, 4.08 or high for believing that the school system or curriculum is adequate to learners and they fe*el *good when one's family is asking about school, 3.89 or high for feeling like a person of worth, at least on an equal plane with others, 3.75 or high for being satisfied with the school environment, structure, and facilities.* This means that the respondents demonstrate desirable feelings of worth towards their selves because they are cared for, guided, and supported by the school.

Table 2
Level of Self-esteem

Indicators	Mean	SD	Description
Internal Locus of Control	4.05	0.619	High
Sense of Belonging and Acceptance	3.84	0.716	High
Sense of Competence	3.77	0.699	High
Overall	**3.89**	**0.635**	**High**

The second among the types of self-esteem is the sense of belonging and acceptance with an overall mean score of 3.84 or high level and with a standard deviation of 0.716. This value was generated based on the mean scores as appended in Table 2.2, for *4.15 or high for the feeling of being belonged and being accepted in school, 4.06 or high for agreeing that they feel comfortable in participating and joining school activities and organizations, 3.97 or high for feel equally treated as other learners by the school system, 3.95 or high for conforming that they are satisfied with the love and care that school was given, 3.87 or high for their being comfortable sharing work programs with other people, 3.54 or high for the feeling emotionally safe inside and out of the classroom and 3.37 or moderate for the feeling safe from bullying at school*. This means that the respondents feel belonged and are accepted because they are comfortable in participating and joining school organizations, they feel equally treated by the school system, they are satisfied with the love and care that school was given, they are comfortable sharing work school programs, and they feel safe from bullying at school.

The third among the types of self-esteem is the sense of competence with an overall mean score of 3.77 or a high level and with a standard deviation of 0.699. This value was generated based on the mean scores as appended in Table 2.3, for *4.04 or high for practicing a positive approach and attitude towards academic performance, 3.94 or high for being confident to show what one has learned in different ways, 3.87 or high for agreeing that they feel that as a person of worth, at least they are on an equal plane with others, 3.79 or high for being confident to one's abilities, talent and knowledge and for being capable of sharing work programs with others, 3.70 or high for being confidently involved and participated in competitions and activities; and 3. 25 or moderate for confirming that they feel smart as others*. This means that the respondents feel positive

about their academic performance, confidence to show what they learned, and
confidence in their abilities, talent, and knowledge.

Correlation between Measures
Table 3
Significance of the Relationship between Levels of School Quality and Self-Esteem

School Quality	Self-Esteem			Overall Self-Esteem
	Internal Locus of Control	Sense of Belonging and Acceptance	Sense of Competence	
Standard-Based Learning	0.588* (0.000)	0.524* (0.000)	0.529* (0.000)	0.582* (0.000)
Quality Student Support	0.668* (0.000)	0.641* (0.000)	0.538* (0.000)	0.655* (0.000)
Professionalism and Capacity of the System	0.665* (0.000)	0.642* (0.000)	0.568* (0.000)	0.665* (0.000)
Coordinated Teamwork	0.679* (0.000)	0.651* (0.000)	0.573* (0.000)	0.675* (0.000)
Responsiveness of the System	0.651* (0.000)	0.570* (0.000)	0.482* (0.000)	0.602* (0.000)
Focused and Sustained Action	0.733* (0.000)	0.689* (0.000)	0.668* (0.000)	0.742* (0.000)
Involvement	0.682* (0.000)	0.612* (0.000)	0.565* (0.000)	0.658* (0.000)
Satisfaction	0.734* (0.000)	0.686* (0.000)	0.595* (0.000)	0.714* (0.000)
Student Safety and Well Being	0.709* (0.000)	0.612* (0.000)	0.579* (0.000)	0.711* (0.000)
Overall School Quality	**0.811* (0.000)**	**0.686* (0.000)**	**0.678* (0.000)**	**0.798* (0.000)**

*Significant at 0.05 significance level

Another important objective of the study is to determine whether or not *School quality influences the Self-esteem* of the learners. Computations as shown in Table 3 yield an overall r-value of 0.798 with p<0.01. This means that all indicators of *School quality as Standard-Based Learning, Quality Student Support, Professionalism and Capacity of the System, Coordinated Teamwork, Responsiveness of the System, Focused and Sustained Action, Involvement, Satisfaction, and Student Safety and Well Being* were significantly correlated to *Self-esteem* which indicators include *Internal Locus of Control, Sense of Belonging and Acceptance, and Sense of Competence.*

The correlation between standard-based learning and the internal locus of control of the respondents results in a computed r-value of 0.588 and p<0.01 or significant, r-value of 0.524 and p<.01 or significant for the correlation between standard-based learning and sense of belonging and acceptance of learners, r-value of 0.529 and p<.01 or significant for the correlation between standard-based learning and sense of competence and standard-based learning is significantly related to the overall self-esteem with r-value of 0.582 and p<0.01. Data also reveal r-value of 0.668 and p<0.01 or significant for the correlation between quality student support and internal locus of control, r-value of 0.641 and p<0.01 or significant for the correlation between quality student support and sense of belonging and acceptance, r-value of 0.538 and p<0.01 or significant for the correlation between quality student support and sense of competence, and quality student support is significantly related to the overall self-esteem with r-value of 0.655 and p<0.01.

The correlation between professionalism and capacity of the system and internal locus of control reveals an r-value of 0.665 and p<0.01 or significant, r-value of 0.642 and p<0.01 or significant for the correlation between professionalism and capacity of the

system and sense of belonging and acceptance, and the computed r-value for the correlation between professionalism and capacity of the system and sense of competence is 0.568 and p<0.01 or significant, r-value of 0.665 and p<0.01 or significant is the correlation between professionalism and capacity of the system and overall self-esteem.

The computed r-value for the correlation between coordinated teamwork and internal locus of control is 0.679 and p<0.01 or significant, r-value of 0.651 and p<0.01 or significant for the correlation between coordinated teamwork and sense of belonging and acceptance, r-value of 0.573 and p<0.01 or significant for the correlation between coordinated teamwork and sense of competence, and the correlation between coordinated teamwork and overall self-esteem has revealed r-value of 0.675 and p<0.01 or significant.

The correlation between responsiveness of the system and internal locus of control of the respondents results in a computed r-value of 0.651 and p<0.01 or significant, r-value of 0.570 and p<0.01 or significant for the correlation between responsiveness of the system and sense of belonging and acceptance of learners, r-value of 0.482 and p<.01 or significant for the correlation between responsiveness of the system and sense of competence and responsiveness of the system is significantly related to the overall self-esteem with r-value of 0.602 and p<0.01. Data also reveal an r-value of 0.733 and p<0.01 or significant for the correlation between focused and sustained action and internal locus of control, an r-value of 0.689 and p<0.01 or significant for the correlation between focused and sustained action, and a sense of belonging and acceptance, r-value of 0.668 and p<0.01 or significant for the correlation between focused and sustained action and

sense of competence and focused and sustained action is significantly related to overall self-esteem with an r-value of 0.742 and p<0.01.

The correlation between involvement and internal locus of control reveals an r-value of 0.682 and p<0.01 or significant, r-value of 0.612 and p<0.01 or significant for the correlation between involvement and sense of belonging and acceptance, and the computed r-value for the correlation between involvement and sense of competence is 0.565 and p<0.01 or significant, r-value of 0.658 and p<0.01 or significant is the correlation between involvement and the overall of self-esteem.

Data also reveal an r-value of 0.734 and p<0.01 or significant for the correlation between satisfaction and internal locus of control, r-value of 0.686 and p<0.01 or significant for the correlation between satisfaction and sense of belonging and acceptance, r-value of 0.595 and p<0.01 or significant for the correlation between satisfaction and sense of competence, and satisfaction is significantly related to the overall self-esteem with r-value of 0.714 and p<0.01.

Lastly, the computed r-value for the correlation between student safety and well-being and internal locus of control is 0.709 and p<0.01 or significant, r-value of 0.612 and p<0.01 or significant for the correlation between student safety and well-being and sense of belonging and acceptance, r-value of 0.579 and p<0.01 or significant for the correlation between student safety and well being and sense of competence, and the correlation between student safety and well being and overall self-esteem has revealed r-value of 0.711 and p<0.01 or significant.

The overall results of the measures indicate that there is a significant relationship between S*chool Quality and Self-esteem in Compostela National High School.* Thus, the

null hypothesis of no significant relationship between the said two variables is therefore
rejected.

Linear Regression Analysis on the Influence of School Quality and Self-Esteem
Table 4

Indicators	Unstandardized Coefficient (B)	Standardized Coefficient Beta	t-value	P-value	Decision
Constant	0.2754	0.1240	0.45	0.653	
Standard-Based Learning	0.08347	0.01219	0.15	0.884	Fail to reject Null (Ho)
Quality Student Support	0.07204	0.07190	1.00	0.320	Fail to reject Null (Ho)
Professionalism and Capacity of the System	0.1032	0.1345	1.30	0.194	Fail to reject Null (Ho)
Coordinated Teamwork	0.07893	0.10988	1.39	0.166	Fail to reject Null (Ho)
Responsiveness of the System	0.08768	-0.15752	-1.80	0.074	Fail to reject Null (Ho)
Focused and Sustained Action	0.06981	0.24820	3.56	0.000	Null (Ho) is rejected
Involvement	0.06921	0.13284	1.92	0.056	Null (Ho) is rejected
Satisfaction	0.08167	0.15217	1.86	0.064	Fail to reject Null (Ho)
Student Safety and Well Being	0.07865	0.23523	2.99	0.003	Null (Ho) is rejected

Dependent Variable: Self-esteem

R = 0.667 $R^2 = 0.817$

F = 42.41   *P* = 0.000

Table 4 presents the regression coefficients to test the significant influence of the
overall school quality on learners' self-esteem. Using the Multiple Linear Regression, the
data reveal an F-ratio of 42.41 and $p<0.01$. This means that school quality significantly
influences learners' self-esteem. The R² value of 0.817 implies that 81.7% of the self-
esteem of the respondents was influenced by standard-based learning, quality student

support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being while the other 18.3% of the factors contributed to the other factors not included in the study.

It is also presented in the table that school quality and standard based-learning have a t-value of 0.15 and p-value of 0.884, and quality student support respectively with a t-value of 1.00 and p-value of 0.320. Furthermore, professionalism and capacity of the system has t-value of 1.30 and p-value of 0.194, coordinated teamwork has t-value of 139 and p-value of 0.166, responsiveness of the system has t-value of -1.80 and p-value of 0.074, focused and sustained action has t-value of 3.56 and p-value of 0.000, Involvement has a t-value of 1.92 and p-value of 0.056, satisfaction has a t-value of 1.86 and p-value of 0.064, and lastly, student safety and well-being has t-value of 2.99 and p-value of 0.003.

Finally, since the P-value of the indicator for *School Quality and the Self-esteem* of learners is less than the significance level of 0.05, it significantly influenced the self-esteem of the learners. Therefore, the null hypothesis of no domain in school quality significantly influences self-esteem learners is rejected.

Chapter 4

DISCUSSION

The data obtained on the school quality and self-esteem of the learners are presented in this chapter and said further discussions, conclusions, and recommendations based on the results of the study.

Level of School Quality

The major components of school quality used in the study are s*tandard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being* as indicators*.* Each of these indicators has five items that are positively stated, thus, the higher the mean score generated from the respondents, the better the school quality. Responses of the respondents indicate that the overall, level of school quality is high indicating that the respondents declare that the school is very much involved in their education. Data imply that the respondents feel advantaged in school since its quality always encourages them; they always give quality education to learners.

In the previous chapter, it was found that the degree of school quality of the said institution was high. This is because of the high-level rating assumed by the respondents in most of the indicators. *Professionalism and Capacity of the System* and *Responsiveness of the System* are the only two indicators that achieved a very high level and the rest just achieved a high level. The professionalism and Capacity of the System was very high. This means that the school has rules and regulations for wellness and teachers support and help learners to improve performance and skills. Also, the

responsive learning system was very high. This means that the school has rules and regulations for learners' safety and discipline. Having a curriculum that is adequate for learners' development, implementing classroom management for learners' discipline and motivation, having classroom settings or instructions that are learner-centered, and keeping parents informed about information and events that are important. Furthermore, helping students grow to be people who will be successful outside of the classroom is equally as important as teaching the curriculum. From the first day of school, intentionally choose language and activities that help to create a classroom culture of problem solvers.

Level of Self-Esteem

The previous chapter revealed the level of self-esteem was high. This is because the high-level rating assumed by the respondents in internal locus of control, sense of belonging and acceptance, and sense of competence mean that the level of self-esteem was sufficient. Human behavior is driven by needs, one of which is the need for a sense of personal importance, value, or self-esteem.

Self-esteem in terms of internal locus of control was high. It means learners feel safe, guided, and cared for by teachers in school. Learners believed that grades are the result of their effort and school system or curriculum is adequate for them. They also feel good when their family asks about school and because of that they feel their worth and equal with others.

Moreover, the sense of belonging and acceptance in Compostela National High School was high. It means that learners feel belonged and are accepted, they are comfortable participating, joining, and sharing work in activities/programs/organizations, and they are equally treated as other learners in school. They feel loved, cared and safe inside and out of school.

Lastly, a sense of competence also got high in this study. It means that learners are confident to show their learning in different ways. They are smart in showing their abilities, talent, and knowledge in participating in competitions and activities. They are also capable sharing of works in programs with others and learners practice a positive attitude towards academic performance.

Significance on the Relationship between School Quality and Self-Esteem

The present study discloses a significant relationship between school quality and self-esteem. This confirms the concept of Franken (1994) that there is a growing body of research that indicates that it is possible to change self-esteem. From the foregoing, the empirical studies have established that there are several school quality factors found within the school that could influence students' self-esteem in secondary schools. The non-prioritization of teachers' basic needs also mirrors the need for facilities to ensure the best condition conducive to learning. These are classrooms, chairs, instructional materials, water and sanitation, and up-to-date facilities among others.

The provision of these education facilities is very crucial in ensuring quality education. Adding to the dismal situation in the Philippine education system is the lack of textbooks, the accessibility of rights is the number and location of schools. In Metro Manila alone, three shifting of classes is done in a day to rationalize the lack of schools/classrooms, and teaching personnel, and accommodate a large number of pupils and learners.

This is also related to the proposition of Mabunga, et.al. (2011) stated that achieving the correct mix of inputs will bring about the desired outputs". It identified five major in-school areas for improving the quality of school. These included: improving curriculum, increasing learning materials; increasing instructional time; improving

teaching; and increasing the capacity of students. In general terms, research on inputs has focused on materials such as textbooks, desks, and blackboards as well as teachers and students.

The relationship between the overall school quality and self-esteem is significant. This implies that self-esteem is predicted or dependent on school quality. These findings affirmed the study of Crocker, et. al, (2003) individuals who based their self-worth on a specific dimension leave themselves much more vulnerable to having their self-esteem threatened when negative events happen to them within that dimension. This study found that students who based their contingency of self-worth on school quality dimensions had a greater likely hood of experiencing lower-state of self-esteem, greater negative effect, and negative self-evaluative thoughts when they did not perform well on academic tasks when they received poor grades, or when graduates schools rejected them. This also conforms with the study conducted by Nuer, et.al, (2004) that many individuals strive for a feeling of value, it makes sense that those people would experience special motivation to succeed and actively avoid failure in the domain in which they base their self-worth. The positive emotional effect following success in a domain of contingency may become addictive for the highly contingent individual. Over time, these people may require even greater success to achieve the same satisfaction or emotional "high". Therefore, the goal to succeed can become a relentless quest for these individuals.

Regression Analysis on the Influence of School Quality and Self-Esteem

The regression analysis on the influence that significantly predicts school quality on self-esteem showed that all the domains such as standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, Involvement, satisfaction,

and student safety and well-being significantly influenced most to the learner's self-esteem.

The result showed that standards-based learning significantly influences self-esteem. This is in line with Frechette (2017) study that students are provided consistent and timely feedback on their progress and have multiple practice opportunities. Typically, in a standards-based learning approach, each standard is assessed using multiple data points and given an overall proficiency rating that indicates that a child is either working towards mastery, has reached mastery, or exceeds mastery on the identified standard. This information is communicated to parents, students, and other educational institutions as needed. Furthermore, behaviors are assessed separately from academic standards.

Moreover, the result revealed that quality student support significantly influences self-esteem. This is parallel to the study conducted by Arifin (2018) that student persistence could be enhanced by endorsing all three primary functions of quality student support running at a good quality level. These three functions include cognitive, affective, and systemic supports. Cognitive support encompasses all learning support services through a variety of media, such as the delivery of high-quality learning materials and learning resources, and timely feedback on students' assignments. Affective support plays a pivotal role in providing a supporting environment in enhancing students' motivation, self-commitment, self-esteem, and self-efficacy. Finally, systemic support provides a friendly administrative process for students and effective and transparent information management systems.

Further, the result presented that professionalism and the capacity of the system significantly influence self-esteem. This is congruent to the D.O. 42, s. 2017. The Philippine Professional Standards for Teachers (PPST): "..makes explicit what teachers

should know, be able to do, and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness among others. PPST serves as a framework for all learning and development programs for teachers, ensuring they are properly equipped to effectively implement the k to 12 programs.

Furthermore, the result also presented that coordinated teamwork significantly influences self-esteem. It is parallel to the study of Cook (2020) getting a team/multiple teams of people with unique feelings, ideas, and ways of doing things to work together seamlessly is not a small task. Studies also show that even organizations that think they are doing it well usually still have room for improvement. So, whether or not you think your teams are working well together, it is the key to your learners' success to be on the lookout for ways to improve.

Meanwhile, the responsiveness of the system also significantly influences self-esteem. It is parallel to the conducted study by OECD (2017) that meaningful learning happens in an environment where creativity. Awareness, inquiry, and critical thinking are part of the school system. Responsive learning systems adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning systems, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning. Nevertheless, to be effective for all students, the classroom learning environment must be responsive to a broad range of needs among a diverse student population. These diverse needs include cultural and linguistic differences as well as developmental levels, academic readiness, and learning styles. A responsive learning system engages all students by providing a respectful

climate where instruction and curriculum are designed to respond to the backgrounds and needs of every student.

Then, the result showed that focused and sustained action significantly influences self-esteem. This is corresponding to the study of Mills (2020), that help students grow to be people who will be successful outside of the classroom is equally as important as teaching the curriculum. From the first day of school, intentionally choose language and activities that help to create a classroom culture of problem solvers. She wants to produce students who can think about achieving a particular goal and manage their mental processes. This is known as meta-cognition, and research shows that meta-cognition skills help students become better problem solvers. Furthermore, teachers create a classroom environment in which students are problem solvers. This helps tie struggles to strategies so that the students will not only see value in working harder but in working smarter by trying new and different strategies and revising their processes. In doing so, they will be more successful the next time around.

In addition, the result revealed that involvement significantly influences self-esteem. In agreement with the study of Pontz (2019) when teachers and families partner together to support student achievement, students earn higher grades, attend school regularly, and enroll in higher-level courses. This collaboration also fosters more motivated students. Young people maintain higher educational aims and lower rates of dropout. Students with involved parents have better attendance and complete more homework. Also, students develop key social and emotional learning skills, such as self-awareness relationship-building, and responsible decision-making. Parents can participate at school by helping with functions and activities or communicating with teachers. They can also be involved at home in many ways including guiding their children

to manage homework and other commitments and engaging in discussion about values and attitudes regarding education.

Withal, the study presented that satisfaction significantly influences self-esteem. In connection with Sibai, et al. (2021) in the education sector, service quality is considered as a key determinant of its performance. The existing literature on the service quality construct in higher education identifies many dimensions such as competence of staff, the reputation of the institution, delivery styles by tutors and lectures, reliability, tangible, responsiveness, the sufficiency of resources, administrative services, and attitude support services among others.

Finally, the conducted study showed that student safety and well-being significantly influence self-esteem. Nevertheless, in agreement with the statement of Dix et al. (2020) student safety, well-being, and building resilience are crucial in preventing and reducing the impact of mental health problems. Schools play a vital role in promoting student well-being. However, there is little clear evidence about the effectiveness of school-based well-being programs in terms of their impact on students' safety, well-being, and academic outcomes. Few systematic reviews consider academic outcomes and preview reviews on wellbeing are narrow in scope.

Conclusion

Considering the discoveries of the investigation, conclusions are attracted to this segment. The level of school quality is high for standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, Involvement, satisfaction, and student safety and well-being and the overall mean is 4.21 (very high) for school quality of the learners. This simply means that the school quality domains were very high

in Compostela National High School. The level of self-esteem for internal locus of control, sense of belonging and acceptance, and sense of competence is high and the overall mean is 3.89 (high) for the level of self-esteem. This means the various self-esteem domains were high in Compostela National High School.

There is a significant relationship between school quality and self-esteem. This implies that the school quality in terms of standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, the responsiveness of the system, focused and sustained action, Involvement, satisfaction, and student safety and well-being significantly influence learners' self-esteem.

Recommendation

In light of the foregoing findings and conclusions, the following recommendations are offered. Based on the result appended in Table 1.6, the schools should help learners to figure out the answers to difficult problems and allow them to express their feelings in a positive approach to others. Vice versa, influential personalities should express also when learners do good and quality work. Also, based on the result of appended table 2.3 schools should create programs that learners will confidently showcase and share their learnings, abilities, talent, and knowledge for them to feel their worth is equal to other learners. Teachers must demonstrate desirable feelings towards their learners and secure their safety and welfare, and create programs that can affect positively their academic performance.

Furthermore, it is recommended that DepEd officials may introduce programs, additional facilities, and activities for teachers, parents, society/other stakeholders, and the said institution to ignite and improve the school quality and self-esteem of the learners. Likewise, the school heads may regularly monitor the programs, facilities, and activities

to ensure that all are actively engaged in them. The school head, teachers, parents, students, and stakeholders may establish an open dialogue to create better partnerships in education and to ensure favorable learning practices in school. Withal, it is recommended that students may continue their high level of self-esteem through active engagement in school quality. Also, schools may remain or beat the high level of school quality to ensure a greater propensity of experiencing success in the future.

Lastly, future researchers may be able to provide a starting point for expanding the scope of the research in terms of the variables covered in the study. Other than the indicators discussed and provided in this study, they can include other variables that are possible factors of self-esteem.

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