



The Self-Esteem and Academic Motivation among Senior High School Students in Binulasan Integrated School Amidst Covid-19 Pandemic

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ABSTRACT

Pandemic stopped almost everything in the world today. Every household faced challenges. Adjustments were also needed to be applied. Due to the COVID-19 pandemic, the world was introduced to distance education, which is complicated. The sudden shift of traditional face-to-face classes to distance learning impacted every student's self-efficacy and motivation towards their studies.

This study investigated the relationship between the self-esteem and academic motivation of the 205 senior high students from Binulasan Integrated School in Infanta Province of Quezon. Based on the data gathered, the participants both agreed to have near high level of self-esteem ($\bar{x} = 3.05$) and academic motivation ($\bar{x} = 3.24$). Further, the statistical analysis concluded a relationship between self-esteem and academic motivation ($r = .447$, at 0.5 level) among the senior high school students. Implications of the study were discussed, and recommendations for future research were suggested.

Keywords: Self-esteem, Academic motivation, Distance learning

I. Introduction

COVID-19 pandemic has disrupted our way of living with unprecedented consequences for our daily lives, including how people work and learn.

United Nations Report (2020) stated that the COVID-19 pandemic has adversely affected the economy of our country. It forces many offices and establishments to stop their operation. The schools are not exempted for this closure. Unfortunately, the pandemic has created the largest disruption of education systems in history, affecting billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 percent in low and lower-middle income countries.

Pandemic stopped almost everything in the world today. Every household faced challenges. Adjustments were also needed to be applied. Due to the COVID-19 pandemic, the world was introduced to modular distance learning, which is complicated. The sudden shift of traditional face-to-face classes to distance learning impacted every student's self-esteem and motivation towards their studies.

Motivation is supposed to be one of the most important factors that educators deal with in order to improve learning. It is essential in facilitating a desire to begin to engage in and pursue educational goals. Student motivation is defined as a process where the learners' attention becomes focused on meeting their scholastic objectives and their energies are directed towards realizing their academic potential (Williams & Williams, 2011).

Student motivation is a vital element that is required for high-quality education.

They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis.

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Self-efficacy involves the self-evaluation of an individual's perceived skills in reflection of the situation they are experiencing (Bandura, 1982) as cited in (Cherry, 2020). Bandura is the most notable contributor in postulating ideas within the social learning theoretical framework that are applicable to the notion of student motivation (Lancellotti & Thomas, 2009). Bandura (1982) presupposes there is a rich interplay within the dynamic process of motivation as the social environment helps in providing feedback about an individual's successful (or unsuccessful) attempts to use their skills.

The three-part process (person, behaviour and environment) is known as reciprocal determinism. Self-efficacy can be conceptualized along a continuum with self-doubt at the opposing end to self-efficacy (Zimmerman & Schunk, 2011). Students are presupposed to move along the continuum according to the many different experiences they encounter in reaction to their perceived skills. Researchers indicate self-efficacious beliefs are a powerful influence on the motivational process (Lancellotti & Thomas, 2009). Students who believe that they possess the necessary skills have greater likelihood of attaining higher than average grades (Lancellotti & Thomas, 2009).

Arik (2019) explained that academic self-efficacy and academic motivation are crucial factors in gaining academic achievement. Based on their findings, academic self-efficacy is related to academic motivation and is essential for attaining academic achievement.

Additionally, another research supports Lancellotti and Thomas' (2009) notion that self-efficacious cognitions feed a person's beliefs concerning self-competence to such a large degree that approach-behaviour toward goals is highly correlated (Ryan & Deci, 2000).

Hence, self-efficacy is both a social and cognitive requirement. A similar term to self-efficacy is self-esteem. A common definition for this term is as follows: "Global cognitive and affective/feeling orientation that focuses on how an individual feels about him or herself as a person".

This definition is in line with a description of global self-esteem as overall feelings of self-worth. Self-esteem has a pervasive impact on human behaviour (Baumeister, 1999). For example, it has been found that global self-esteem is related to areas such as conformity, attraction, competition, helping, and causal attribution. APA (nd)

Further, Mosier (2018) discovered that students with low self-efficacy lack motivation to strive for academic achievements. The findings of his study unveil that there was no significant difference between motivation and academic self-efficacy score. Also, the environment does not cause a lack of motivation. Although statistically significant, results showed that a higher cumulative grade point average (GPA) resulted in a higher academic self-efficacy score.

On the contrary, Kola, Jaafar, and Ahmad (2017) investigated the level of academic self-efficacy beliefs with students' academic performance. The results showed a significant relationship between academic-self efficacy beliefs and the students' academic performance. Hence, the student's ambition increases their level of academic motivation.

However, in 2020, during the height of COVID19, schools globally were fully closed for an average of 79 teaching days, while the Philippines has been closed for more than a year, forcing students to enroll in distance learning modalities. The associated consequences of school closures – learning loss (academic motivation), self-esteem decrease, mental distress, missed vaccinations, and heightened risk of drop out, child labour, and child marriage – will be felt by many children, especially the youngest learners in critical development stages," Dendevnorov (2020) UNICEF Philippines Representative.

Relative to the above-mentioned situation, DepEd never failed to give priority and importance to education. As Briones said that the DepEd is aware of the calls to suspend the opening of classes due to the continued threat of COVID-19. "But what other options do we have? We have to go on because education must continue," she added. Further, Briones also said that the health and safety of learners and teachers remain the "utmost consideration" of DepEd.

That's why DepEd presented the adoption of Basic Education Learning Continuity Plan through, DO No 012, s. 2020 was issued by the Department of Education in order to realize the mandate of the state to provide quality education to all. This legal document is entitled ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN LIGHT OF THE COVID - 19 PUBLIC HEALTH EMERGENCY. DO No. 012, s. 2020 highlights the following:

In order to provide clear guidance to all offices, units, schools, and community learning cells (CLCS) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the Department developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID – 19. Relative to BE-LPC, every school in the country was required to prepare its own Learning Continuity Plan (LCP), which is actually a product of collaborative efforts of all school stakeholders. Preparation of LCP seriously considers the principle of protecting the health, safety, end well-being of learners and personnel and preventing the further transmission of COVID – 19.

All efforts and initiatives to implement the LCP will greatly depend on family and community support. It needs to prepare not only the schools, learners, administrators, and teaching and non-teaching personnel, but also the parents or guardians of the learners. There will be orientations and capacity building for parents and guardians to prepare them for the new role/responsibilities that they will do. DepEd needs the support and partnership of the LGUs to maximize and align their Special Education Fund in providing resources and assistance for the LCP. It shall endeavor to have strong engagement by national government agencies, private organizations, and other stakeholders in contributing to educational needs, especially at this critical time.

Despite the difficulties and challenges encountered by the Department Education officials, school heads, teaching personnel, parents and learners in the implementation of the new modality of learning in the new normal, it was positively being embraced by the DepEd personnel to help many learners continue their education during the pandemic.

One of the challenges as revealed in an insight shared by the teacher about the self-esteem and motivation loss of the students during the pandemic.

She narrated that these two factors have great contributions in the education success among the students. A student/ person who possesses high self-esteem can be more participative in all the activities provided by the school. Meanwhile, the one who has strong motivation to pursue his studies achieves high scores in all the assessments.

Further, in a conversation shared by a senior high school student, having a high self-esteem and strong motivation is an advantage on the part of the students. She added that her self-confidence, self-worth and self-assurance help her and her great vehicle to participate actively in the teaching-learning and other school activities. It also helps her to be more motivated in making further studies and having good academic achievements.

On the contrary, in an interview conducted by the researcher and based on his observation among senior high school students as their teacher. Almost seventy percent of the students have the potential to achieve academic success unfortunately each has a very low self-esteem to express themselves. They feel shy and lack of confidence whenever they participate in the class. They feel their responses in the activity are wrong. Additionally, they lack motivation in studying. Their aim is just to get only passing grades in all the subjects offered. Students do not devote extra time to give further study. This attitude results to a very low performance in the school.

The above-mentioned narration of a student was supported by the result of the District Monitoring and Evaluation Planning and Adjustment school year 2020-2021. Based on the data, it was revealed that there were 123 out 332 senior high school students who failed in the first quarter.

The situation challenged the researcher to make a study on senior high school students' self-esteem and motivation and find out their implications to quality learning.

Statement of the Problem

This study aimed to determine the senior high school students' self-esteem and academic motivation and their implications to quality learning.

Specifically, it sought to answer the following questions:

1. What is the level of self-esteem of Senior High School Students in Binulasan Integrated School?
2. What is the level of academic motivation of Senior High School Students in Binulasan Integrated School?
3. Is there any significant relationship between self-esteem and academic motivation among Senior High School Students in Binulasan Integrated School?
4. Based on the findings of the study, what implications may be derived towards quality learning among Senior High School Students in Binulasan Integrated School?

II. Brief Review of Related Literature and Studies

Self-esteem

(Cherry, 2021) stated that having a positive sense of self-worth can affect one's motivation, mental health, and general quality of life. Self-esteem that is either excessively high or too low, on the other hand, can be harmful. Understanding his or her individual level of self-esteem can assist you in finding the correct balance for him or her.

Self-esteem is a psychological phrase that refers to a person's overall subjective sense of personal worth or value. To put it another way, self-esteem can be described as how much a person values and like himself regardless of the situation. Many variables influence self-esteem, including: 1. self-confidence, 2. feeling of security, 3. identity, 4. sense of belonging, 5. feeling of competence.

Other terms that are often used interchangeably with self-esteem include self-worth, self-regard, and self-respect.

Chua (2012) in his study mentioned that self-esteem, as one of the most crucial aspects of a student's psychological well-being, is sometimes overlooked at school. Teachers in schools where students are divided into groups based on their academic abilities are likely to have different expectations for different groups of students; for high-achieving students, they are likely to be academically supportive, whereas for low-achieving students, they are likely to control students' behavior to avoid disciplinary problems. Students, on the other hand, witness their teachers' classroom behavior and form various opinions about their teachers' expectations. Students' self-esteem is eventually influenced by their perceived instructors' expectations (PTE), which is not always favorable. In other words, the practice of BCAG might contribute negative effect to students' self-esteem.

Therefore, any strategy to improve students' self-esteem might not be able to produce long-lasting result, because teachers' expectancy towards the students is strongly influenced by the classroom segregation. However, it was discovered recently that locus of control (LoC) mediates the effect of PTE on students' self-esteem. In the light of that, there is a hope to develop or maintain students' self-esteem levels by developing some strategies based on behavior modification theories to alter students' LoC.

While most research examines self-esteem in terms of self-worth, (Stets & Burke, 2014) suggested in their study three dimensions of self-esteem: worth-based, efficacy-based, and authenticity-based esteem. Each of these dimensions is linked to one of the three motives of the self, and each of them primarily emerges through verification of social/group, role, and person identities, respectively. Data are examined to study these three self-esteem dimensions, including measuring the esteem dimensions and assessing their psychometric properties, investigating the effects of identity verification on the different esteem dimensions, and analyzing the causal relationship among the esteem dimensions. Overall, the results support the measurement and validity of these three dimensions as well as the role of identity verification in producing these self-esteem outcomes.

Motivation

(Lai, 2011) stated that motivation is the term used to describe the motivations for voluntary and volitional activity. Personal delight, interest, or pleasure drives intrinsic motivation, whereas reinforcing contingencies drive extrinsic motivation. Motivation is the result of a complex web of ideas, perceptions, values, interests, and behaviors. Individual motivation tends to differ across topic areas, and this domain specificity grows with age. Motivation in youngsters predicts motivation later in life, and this association becomes more stable as people get older. Educators have traditionally thought that intrinsic drive is more desirable and leads to higher learning outcomes than extrinsic motivation. Children appear to have strong levels of intrinsic motivation when they first start school, but this motivation tends to wane as they proceed through school. Although studies show both good and negative effects, research reveals that motivation can be influenced through certain instructional approaches. Depending on the sort of reward and the situation in which it is delivered, rewards can either increase or decrease motivation. Allowing students to make choices and using collaborative or cooperative learning approaches should allow teachers to give them more autonomy or control over their own learning.

Furthermore, in terms of goal frameworks, attributions, and external evaluation, teachers should build a supportive classroom environment. Assessing motivation, particularly in children, presents a number of difficulties. Recommendations are offered for eliciting evidence of motivation for the purposes of assessment.

George Washington University Graduate School of Education (2012) mentioned that researchers who have studied what motivates students have identified two basic types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is the drive to pursue or achieve something because it is something that one sincerely enjoys or values. Extrinsic motivation is the desire to do or achieve something it is not about doing it, but for the sake of achieving a certain result. This distinction is sometimes referred to as the distinction between actual motivation and "engagement," or just holding one's attention. Others view a spectrum rather than a division, believing that any behavior can be motivated by a mix of intrinsic and extrinsic causes (Murray, 2011).

Intrinsic motivation can arise from the self-generated factors that influence people's behaviour. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities. Intrinsic motivation is based on the needs to be competent and self-determining (that is, to have a choice). Intrinsic motivation can be enhanced by job or role design.

In (Orhan-Ozen, 2017) meta-analysis study looked at the impact of motivation on student achievement. During the literature evaluation, a total of 956 research studies were gathered, with 205 being included in the meta-analysis. A total of 772,903 individuals were gathered from the 205 research studies. Motivation has a low-level positive effect on student achievement, according to the results of the random effect model. The publication type, publication year, school subject, nation (culture), and sample group were identified as moderator variables for the study.

Accomplishment motivation is a broad term that encompasses a number of distinct structures such as ability self-concepts, task values, objectives, and achievement motives. The few existing studies that looked at various motivational constructs as predictors of school students' academic achievement beyond their cognitive abilities and prior achievement found that most motivational constructs predicted academic achievement beyond intelligence, and that students' ability self-concepts and task values are more powerful than goals and achievement motives in predicting their achievement. The purpose of this study was to see if earlier findings could be duplicated when ability self-concepts, task values, goals, and achievement motives were all evaluated at the same level of specificity as accomplishment criteria (e.g., hope for success in math and math grades). 345 11th and 12th grade students ($M = 17.48$ years old, $SD = 1.06$) from Germany's highest academic track (Gymnasium) were included in the study. In math, German, and school in general, students self-reported their ability self-concepts, task values, goal orientations, and accomplishment reasons.

III. Research Design

This study used the descriptive correlational research design which involves the systematic investigation of the nature of relationships, or associations between and among variables, rather than direct cause-effect relationships. Correlational design is typically cross-sectional. This design is used to examine if changes in one or more variable are related to changes in another variable(s). This is referred to as *co-variance*. Correlation analyzes direction, degree, magnitude, and strength of the relationships or associations. The results from correlational studies provide the means for generating hypotheses to be tested. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them.

Distribution of questionnaire/s was conducted to determine the relationship between self-esteem and academic motivation exists.

Research Locale

Binulasan Integrated School is where the study is specifically set. It is the only integrated school in the town. It caters the young citizens of Dinahican, Binulasan, Abiawin, Libjo and others are from the Island municipalities.

The school is a public educational institution situated at Brgy. Binulasan, Infanta, Quezon with a school ID 500028. It is located along the highway and near the coastline with about 6 km drive from the town proper. BIS consists 92 nationally funded teachers, 36 Elementary teachers, 42 Junior High School Teachers, 13 Senior High School Teachers, and 6 Non-teaching personnel.

The school has 1183 Elementary pupils, 1385 JHS students and 332 SHS students with the total of 2711 learners divided into 34 classes of ES, 30 classes of JHS, and 12 classes of SHS.

Samples and Sampling Technique Used

There was a total of 414 Senior High School students in Binulanan Integrated School, 238 Grade 11 and 176 Grade 12. The computed number of participants of this study was 205 Senior High School students. The student-respondents were randomly chosen by the researcher using simple random sampling.

Research Respondents

The respondents of the study consisted of 205 Senior High School students. There were 119 from Grade 11, 86 from Grade 12.

Instrumentation

The researcher made use of survey questionnaires in gathering data. They were adopted from Heatherton, T. F. & Polivy, J's state self-esteem scale and Lopez, M A., Francisco, C D., Capinig C., Alayan J., & Manalo S. (2021) study on self-efficacy and academic motivation during COVID19 pandemic. Dry run was done to test whether the instrument is valid and reliable.

The research instrument used in the study was set of items on self-esteem and academic. This determines the level of the students' self-esteem and academic motivation amidst the COVID19 pandemic.

A 4-point scale was utilized to determine the level self-esteem and academic motivation 4-Strongly Agree, 3- Agree, 2- Disagree and 1- Strongly Disagree

Statistical Analysis of Data

The following statistical tools were used to analyze the data collected:

1. Weighted Mean was used to determine the level of self-esteem and academic motivation among Senior High School students of Binulanan Integrated School.

$$\text{FORMULA: } \frac{\sum X}{N}$$

Where: $\sum X$ - the sum of scores

N - number of respondents

2. The Pearson Product Moment Correlation Coefficient was used to determine the reliability of the formulated research instrument

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

$\sum x$ - sum of Test X

$\sum y$ - sum of Test Y

$\sum xy$ - sum of the product of x and y

$\sum x^2$ - sum of the squared x scores

$\sum y^2$ - sum of the squared scores

N- number of cases

r- coefficient of correlation

IV. RESULTS AND DISCUSSIONS

This chapter presented an analysis and interpretation of data gathered on self-esteem and motivation of the Senior High School Students in Binulanan Integrated School.

1. Self-esteem of Senior High School Students in Binulasan Integrated School

One way to help students achieve academic success is to have positive self-esteem and motivation. Self-esteem seems to affect a child's ability to learn and to behave in class. Presented in the Table 1 is the level of self-esteem of Senior High School Students in Binulasan Integrated School.

Table 1. Self-Esteem of Senior High School Students in Binulasan Integrated School

Items	Mean	Verbal Interpretation	Rank
1. I feel confident about my abilities.	3.29	Strongly Agree	4
2. I feel of equal value achievement to other people regardless of my performance and achievement.	2.91	Agree	17
3. I feel satisfied with the way my body looks right now.	3.06	Agree	8
4. I satisfied about my performance.	3.02	Agree	12
5. I feel that I am willing to understand things that I need.	3.27	Strongly Agree	5
6. I feel that others respect and admire me.	3.03	Agree	10.5
7. I am satisfied with my weight.	2.92	Agree	16
8. I feel confident of myself.	3.11	Agree	9
9. I feel as smart as others.	2.62	Agree	20
10. I feel happy with myself.	3.43	Strongly Agree	1
11. I feel good about myself.	3.37	Strongly Agree	2
12. I am pleased with my appearance right now.	2.96	Agree	14
13. I respect what other people think of me.	3.32	Strongly Agree	3
14. I feel confident that I understand thing.	3.15	Agree	7
15. I feel great to others at this moment.	2.94	Agree	15
16. I feel appealing.	2.66	Agree	18
17. I feel concerned about the impression I am making.	2.97	Agree	13
18. I feel that I have high scholastic ability right now than others.	2.64	Agree	19
19. I feel like I am doing well.	3.04	Agree	10.5
20. I take positive attitude towards myself.	3.22	Agree	6
OVERALL	3.05	Agree	

Scale:

3.25-4.00 Strongly Agree

2.50-3.24 Agree

1.75-2.49 Disagree

1.00-1.74 Strongly Disagree

Table 2 presents the mean scores, ranks, and verbal interpretation on the students' self-esteem.

The average mean score 3.05 as rated by the student-respondents which was interpreted "Agree" revealed that in the students have the confidence facing and overcoming the difficult situations in the middle of COVID19 pandemic. As assessed by the student-respondents, item number 10 which is "I feel happy with myself". with the mean score 3.43 verbally interpreted "Strongly Agree" ranked first. Item number 11, "I feel good about myself." with the mean score 3.37 verbally interpreted "Strongly Agree" ranked second. Item number 13, "I respect what other people think of me" with the mean score of 3.32, verbally interpreted as "Strongly Agree" ranked third. However, item number 9, "I feel as smart as others" verbally interpreted as "Agree" with the mean score 2.62 ranked last. It can be inferred that the student-respondents agreed that they feel happy and good and have self-assurance amidst the COVID19 pandemic.

However, they had the feelings that they intellectual capabilities as others. In summary, there were 15 items verbally interpreted "Agree" and 5 items verbally interpreted "Strongly Agree."

The above-mentioned finding was supported by the study of (Ravichandran, Kadhivel, Satheeshkumar, & Leelavathi, 2021) that self-esteem has a significant impact on mental health. Self-esteem encompasses a person's personality, which has an impact on how they adjust in various situations. Self-esteem is a long-term problem that necessitates constant monitoring in order to keep the behavioral pattern in sync with changing demands. One of the important qualities that all types of women/men in society want is self-esteem and self-confidence.

2. Academic motivation of Senior High School Students in Binulasan Integrated School

It is the "key to persistence and to learning that lasts. *Student motivation* both typically and naturally has to do with the student's desire to participate in the learning process. Presented in the Table 2 is the level of motivation of Senior High School Students in Binulasan Integrated School.

TABLE 2 Level of Academic Motivation of Senior High School Students

Items	Mean	Verbal Interpretation	Rank
I enrolled during the pandemic:			
1. Because I experience pleasure and satisfaction while learning new things.	3.29	Strongly Agree	8
2. For the instance feeling I experience when I am communicating my own ideas top others.	2.98	Agree	22
3. For the pleasure I experience while surpassing myself in my studies.	3.20	Agree	14
4. For the pleasure I experience when I discover new things never seen before.	3.23	Agree	12
5. For the pleasure that I experience when I read interesting authors.	3.01	Agree	21
6. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	3.17	Agree	15
7. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	3.06	Agree	20
8. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	2.95	Agree	23
9. For the satisfaction I feel when I in the process of accomplishing difficult academic activities.	3.12	Agree	18
10. Because my studies allow me to continue to learn about many things that interested me.	3.34	Strongly Agree	6.5
11. For the "high" feeling that I experience while reading about various interesting subjects.	3.11	Agree	19
12. Because Senior high School allows me to experience a personal satisfaction in my quest for excellence in my studies.	3.26	Strongly Agree	11
13. Because I think that education will help me better prepare 52 the career I have chosen.	3.42	Strongly Agree	4
14. To prove to myself that I can complete my Senior High School.	3.47	Strongly Agree	3
15. In order to obtain a more prestigious job later.	3.29	Strongly Agree	9.5
16. Because eventually it will enable me to enter the job market in a field that I like.	3.14	Agree	16
17. Because when I succeed in Senior High School, I feel important.	3.38	Strongly Agree	5
18. Because I want to have "the good life" later.	3.50	Strongly Agree	1
19. Because this will help me make a better choice regarding my career orientation.	3.34	Strongly Agree	6.5
20. To show myself that I am an intelligent later.	3.13	Agree	17
21. In order to have a better salary later.	3.22	Agree	13
22. Because I have that that education will improve my competence as a worker.	3.30	Agree	9.5
23. Because I want to show myself that I can succeed in my studies.	3.50	Strongly Agree	2
TOTAL MEAN	3.24	Agree	

Scale:

3.25-4.00 Strongly Agree

2.50-3.24 Agree

1.75-2.49 Disagree

1:00-1.74 Strongly Disagree

Table 2 presents the mean scores, ranks, and verbal interpretation on the students' self-esteem.

The average mean scores 3.24 as rated by the student-respondents which was interpreted "Agree" this demonstrated that, despite the COVID-19 pandemic's rapid change to distance learning, respondents are still motivated to get experience, learn new things, and gain a great deal of satisfaction. As assessed by the student-respondents, item number 18 which is "Because I want to have "the good life" later" and Item number 23, "Because I want to show myself that I can succeed in my studies." with the mean score 3.50 verbally interpreted "Strongly Agree" were both in first. Item number 14, "To prove to myself that I can complete my Senior High School." with the mean score of 3.47, verbally interpreted as "Strongly Agree" ranked third. Items number 18, 23 and 14 respectively were very much related with each other. The respondents were eager to achieve good and successful life that is the reason why they are studying hard. Additionally, they are also understanding all the concepts, ideas and theories by the authors to contribute something for the success of their studies. In summary, there were 13 items verbally interpreted "Agree" and 10 items verbally interpreted "Strongly Agree".

The above-mentioned finding was supported by the research conducted by Toliao (2017), student preparation and adjustment for college are still critical issues. The result of this study contains implications for students, educators, administrators, and policymakers. It would benefit future college students if they had preparation or pre-college entry by their instructors' efforts before college. It would result in increasing their motivation academically. This academic motivation increased the awareness of students of their potential to achieve a higher degree.

3. Relationship Between Self-Esteem and Academic Motivation of Senior High-School Students in Binulanan Integrated School

TABLE 3. Relationship Between Self-Esteem and Academic Motivation of Senior High-School Students in Binulanan Integrated School

Paired Variables	r- value	Type of Relationship	t-value @ 5% level of significance	Decision	Interpretation
Self-Esteem and Academic Motivation	0.447	Substantial/ Marked Relationship	0.138	Reject Ho	Significantly related

As reflected from Table 3, self-esteem and academic motivation of senior high-school students in Binulasan Integrated School are significantly related, it implies that self-esteem had an impact on the academic motivation of the students. Since the r-value is positive, it means that the higher the self-esteem the higher the academic motivation of the students.

The presented data above was conformed by the study of (Lopez, Francisco & Capinig, 2021) that a relationship between self-efficacy/ self-esteem and academic motivation ($r=.002$, at 0.05 level) among the graduating college students exists.

4. Implications towards quality learning among Senior High School Students in Binulasan Integrated School

The last specific question asked in this investigation pertains to the implications derived from this study towards quality learning among Senior High School Students in Binulasan Integrated School.

The following are the significant implications:

First, the findings that majority of the student-respondents feel happy and good of themselves amidst the pandemic. This implies that even if there are certain hindrances in acquiring education, they remain to have high self-esteem and stay focused on their goals.

Second, the findings that the respondents aim to have a better life later imply that they will be working and studying hard to achieve good performance in school and to acquire the performance ratings.

Third, the findings that the senior high school student-respondents want to show themselves that they can succeed in their studies imply that when people aim something in life, they are willing to do and exhibit their full potential to excel in everything they do. Thus, this will lead to realization of quality learning.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the findings, conclusions arrived at, and the recommendations offered as a result of the study.

1. Summary of Findings

- 1.1 The student-respondents achieved a high degree of self-esteem as revealed in the survey with an overall mean score 3.05 and demonstrated that they were confident in their ability to tackle challenges and difficult conditions in the face of pandemics.
- 1.2 As shown in the overall mean score 3.24 on the academic motivation, the student-respondents demonstrated positive attitudes towards learning. Despite the COVID-19 pandemic's rapid change to distance learning, they were still willing to get experience, learn new things, and gain a lot of satisfaction.
- 1.3 As disclosed in the computed r-value 0.447 with a verbal interpretation substantial/ marked relationship and registered to 5% level of significance, the study proved that the relationship between self-esteem and academic motivation existed. It means that when the students' self-esteem increases or decreases, the academic motivation also increases or decreases.
- 1.4 The findings from the study were drawn towards quality learning.

2. Conclusions

Based on the findings of this study, the following conclusions are hereby drawn.

- 2.1 Students found it difficult to transition from traditional face-to-face classes to online learning. However, the figures prove that students who completed the personal assessment form have a nearly high degree of self-esteem.
- 2.2 Even in the midst of the pandemic, the students continued to excel and were inspired to continue their education, according to the findings. The data collected backs this up, with the majority of them averaging high or above average. They are also believed to be highly motivated.
- 2.3 The research paper's primary purpose is to study the relationship between self-esteem and academic motivation of the Senior High School Students of Binulasan Integrated School. It was proven in this paper that there is significant relationship between the two main variables. Therefore, the null hypothesis is rejected.

3. Recommendations

Based on the aforementioned findings and conclusions, the following are hereby recommended to the following:

Learners

1. Maintain the positive attitude/ motivation towards your studies and achieving your goals in life in preparation for the future endeavor.

Parents

1. Partner with the school in providing the best quality of education for their children.
2. Attend homeroom meeting consistently to determine the performance of their children.
3. Assist the children in accomplishing all the school activities and motivate them to strive hard to achieve good performance in school.

Teachers

1. Boost the students' self-esteem by encouraging them to actively engage in the activities assigned by the school/ teachers.
2. Inspire the students to study hard to achieve their target goals.
3. Provide the students activities that will help them develop their self-esteem and academic motivation.

School Head

1. Sponsor in-house training on mental health, stress debriefing activities and strategies among teachers and learners.
2. Mentor/ coach teachers to continuously work with the students on the development of the students' self-esteem and motivation.

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