SELF-ESTEEM AND ACADEMIC PERFORMANCE OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019

COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES
BOHOL ISLAND STATE UNIVERSITY
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2022

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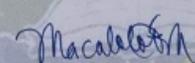
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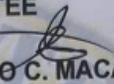
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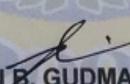
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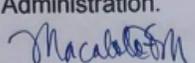
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A Thesis
Presented to the Faculty of the
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Zamora Bilar Bohol

In Partial Fulfilment
of the Requirements for the Degree
Bachelor of Science in Office Administration

Fatima Carmela D. Rebosura
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ABSTRACT

The main thrust of the study was to determine self-esteem and academic performance of the 3rd Year CTAS students A.Y. 2018-2019. Specifically, it determined the demographic profile of the respondents namely: age, course and gender. In addition, it also determined the self-esteem score and general weighted average of the respondents. Furthermore, it indicates the significant relationship between the self-esteem and academic performance of the respondents. This study utilized the correlational research design aided with questionnaires. The questionnaire that was used is standardized type of questionnaire with corresponding scores. The local of the study is in the Bohol Island State University- Bilar Campus, specifically in the College of Technology and Allied Sciences. The formulas used were the percentage, frequency, weighted mean score and Spearman Rho. The result showed that the respondents haven't actually felt that they are worthy or at least on an equal plane with others. Hence, they strongly disagree about being a failure, useless or no good at all. At the same time, the academic performance of the students indicates "Good" in their academic field. The self-esteem and the academic performance revealed that there is no significant relationship between them. Thus, null hypothesis is accepted. The result reflected the respondents' views towards the issue with the findings and conclusion; it also included that the students have less self-confidence and self-acceptance.

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Rationale

Self-esteem is a feeling that guides individual behavior. It is a driving force behind motivation (Galbraith, 2011). It is more than just a word to describe how you value yourself as a human being, positive and negative. It's how capable you feel and how happy you are with yourself. It's your trust in your ability to think for yourself and take the right actions. It is your confidence in your ability to learn what needs to learn and do what needs to be done to be effective in any situation you face. It is the degree to which you trust and respect yourself. It is all these attitudes expressed through your thoughts, words, and actions. Students' self-esteem can be successfully built and can make improvements. To mold the self-esteem of a student is the environment, the people who surround them like parents and teachers (Freeman, 1992).

Self-esteem surrounds both self-confidence and self-acceptance. It is the way an individual thinks or feels about oneself and how things are done that are important to them. The self-esteem does not turn on any specific ability compared, but rather within his talents and abilities (Branden, 1990).

Today's self-esteem is one of the influential factors in which student's academic achievement has received increasing attention. Having high self-esteem plays an important role in academic achievement, social and personal responsibility. Those who have higher academic achievement tend to feel more confident in contrast, those who lack confidence in themselves achieve less (Mohammad, 2010).

Self-esteem helps the students with the basics in life. It helps survive and grow in the world. Whenever the students go, the sense of self-worth goes too. The researchers need to study self-esteem to help students to survive. Having low self-esteem personalize the incident and experience physical, emotional and, cognitive arousal. This is so alarming and confusing that the researchers respond by acting self-defeating or self-destructive. When this happens, own action tends to be automatic and impulse-driven that student easily feels upset or emotionally blocked; the student's thinking narrows, self-absorbed. Also, those students who have high self-esteem should know that having too much self-esteem would lead to a negative way. They might become arrogant and not be able to accept different ideas from others because they only trust themselves and that makes them think that people who have different ideas are always inferior to them.

The researchers chose to study the self-esteem and academic performance of the 3rd year CTAS students for them to start new things. Since, self-esteem has a great impact on the decision-making process,

relationships, the emotional health and overall well-being of a person. It also influences motivation and positive view of themselves by understanding their potential and may feel inspired to take on new challenges. At this point, students are not afraid to show or to express their ideas even when people around them are still pondering on it. It is the ability to stand up for oneself in a fair and consistent manner, the ability to say no when it is appropriate. They do not take on unnecessary or inappropriate work or obligations. At the same time, the ability to say yes to the opportunity, and the confidence in overcoming fear. Believing in themselves, setting the bar high enough, stretching their limits, having their confidence to ask questions, even when others are silent, and lastly, believing in winning and in their ability to succeed someday. On the other hand, the researchers also wanted to determine if there is a significant relationship between self-esteem and academic performance of the students. It is within this premise that the researchers conducted the study, "Self-Esteem and Academic Performance of the 3ʳᵈ Year CTAS Students A.Y. 2018-2019".

Literature Background

The following related readings served as the legal bases of the study:

The 1987 Philippine Constitution speaks elaborately of the right to education. It vows to promote "protect and promote the right of all citizens to quality education at all levels, and take appropriate steps to make such education accessible to all."

The 1987 Constitution states "academic freedom shall be enjoyed in all institutions of higher learning". This was reiterated in the law creating the Commission on Higher Education, R.A. 7722. As emphasized in Section 2. Declaration Policy states that "The State shall protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level and middle-level professionals, and the enrichment of our historical and cultural heritage". Furthermore, the same law states that "Nothing in this Act shall be construed as limiting the academic freedom of universities and colleges" (Garcia, 2007).

This study is anchored on the following theories:

First theory is Albert Bandura's Self Efficacy Theory which defines self-efficacy as people's belief in their capabilities to exercise control over their own functioning and over events that affect their lives. One's sense of self-efficacy can provide the foundation for motivation, well-being, and personal accomplishment. People's beliefs in their efficacy are developed by four main sources of influence, including (i) mastery experiences, (ii) vicarious experiences, (iii) social persuasion, and (iv) emotional states. High self-efficacy has been linked with numerous benefits to daily life, such as

resilience to adversity and stress, healthy lifestyle habits, improved employees' performance, and educational achievement (Bandura, 1977).

Second theory is Carl Rogers' Theory of Personality which focuses on a self-concept, or a person's perceptions and beliefs about himself. Rogers believed that three different components constitute the self-concept: (i) self-worth, (ii) self-image, and (iii) ideal self. However, Roger added that for a person to "grow", they need an environment that provides them with genuineness, acceptance, and empathy. Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water (Roger, 1959).

Lastly, a Theory of Human Motivation by Abraham Maslow's the hierarchy of needs which is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging needs, self-esteem, and self-actualization. This theory asserts that motivation is determined by both internal and external factors. Maslow held a holistic view of human motivation and considered an individual as more than the sum of its parts. His theory postulates that once the most foundational needs are met, other desires emerge to fuel human motivation (Maslow, 1942).

The following related literatures served as the background information of this study:

The term self-esteem was first coined by William James (1890) which makes it one of the oldest concepts in psychology. Self-esteem's importance is often seen with such crucial areas as human motivation, development, performance, coping ability, relationship formation, psychopathology, and mental health or overall well-being.

Self-esteem is how people feel about themselves and how much they like themselves especially socially and academically when it comes to college students. According to Rosenberg (1965), an individual with high self-esteem indicates that one respects and considers oneself worthy, but not egotism. Having high self-esteem also has many positive effects and benefits. It helps you to see the good terms in every situation, it helps you to accept any challenges. While having low self-esteem or confidence may hide away from a social situation, stop trying new things and avoid things you find challenging. Low self-esteem would not let the individual open up with other people due to the feel of failure and criticism. Additionally, choosing not to mix people having with low self-esteem may be due to his distorted view of self and his distorted view of others. Self-esteem is the greatest sickness known to man and woman because it's conditional (Epstein, 2001). According to Ellis (2003), people would be better off if they stopped trying to convince themselves that they are worthy.

High self-esteem or general self-concept has been considered both as desirable outcomes as well as important mediators in enhancing other

positive psychological variables (Marsh, 2002). It is also considered that self-esteem and academic achievement are reciprocally related in the sense that self-esteem brings about better achievement. Thus, for example, where two students currently have similar academic achievement, the student having self-esteem will be more likely to achieve higher marks in future assessments (Marsh, 2002).

Tollefson and Osborn (2008) defined academic performance as that which measured success in educational institutions on how well a student meets standards set out by local government the institution itself. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools.

Furthermore, academic performance is a complex behavior. Research has consistently shown that academic achievement is not an outcome of any single factor: rather it is the result of the interplay of a large number of factors (Gupta, 1993).

The following related studies served as the bases of comparison and justification for the conduct of this study:

The recent study of Koruk (2017) entitled, "The Effect of Self-Esteem on Student Achievement" revealed that there is a positive relationship between self-esteem and student achievement. The effect size of self-esteem on student's achievement was calculated as point 24 which showed that self-

esteem has a medium level effect on student achievement. Moreover, in this meta-analysis study, 46 studies were reviewed for determining the effect of self-esteem on student achievement. The publication year of the studies examine, the course in which the achievement was measured, the education level of the students in the country (culture) where the research was carried out were taken as the moderator variables. As a result of the study, it was found that self-esteem has a medium-level positive effect on students' achievement.

In the study, "Stress and Time Management of BISU-Bilar Students in Relation to their Academic Performance" conducted by Maslog, Omac, Tumanda, and Banoc (2016), appears that the majority of the respondents for student-parents were aged 20-24 while for regular students they aged 17-19. In terms of courses taken, the majority of the population comes from Bachelor of Science in Office System Management (OSM) for student-parents and regular students. There were more females than males and for their civil status, most of the student-parents were married while for regular students there are all single. In terms of their no. of children, most of the student-parents had only 1 child. Our respondents recomposed of 44 student -parents and regular students.

In the study of Maslog, Omac, Tumanda, and Banoc, it was evident in the results that the common stressors experienced by the respondents for both student parent and regular student in terms of their studies, school

environment, and insufficient lack of school services and facilities was all "stressful" as their level of stress. While the stressors in domestic family problems are only experienced by the student parent and they rated the said stressors as "moderately stressful" as their level of stress.

The study, "The Impact of Self-esteem, Academic Self-Efficacy and Perceived Stress on Academic Performance: A Cross-Sectional Study of Saudi Psychology Students", revealed high levels of stress among male psychology students. Consistent with previous research, results showed small but significant correlations with perceived stress among psychology students in Saudi Arabia. Future research should explore the sources of stress and coping strategies among this group of students. Investigations into gender differences about self-esteem, academic self-efficacy and stress are also warranted (Alyami et al., 2017).

Jami and Aqeel (2016) indicated in their study, "Academic Self-Concept, Self-Esteem, and Academic Achievement among Truant and Punctual Students" that there is a significant relationship between self-esteem and academic self-concept regardless of truancy and punctuality. Punctual students have better academic achievement than truant students but it has no link with self-esteem and academic self-concept. Studying in public school is a protective factor to enhance self-esteem and better self-concept. A feeling of competence is relevant to academic self-concept in truant students,

while self-acceptance, social relationship, and physical strength are important for punctual students in building up a positive self-concept.

Jenaabadi (2013) revealed in their study, "Studying the Relation Between Emotional Intelligence and Self-Esteem with Academic Achievement", that there is no significant difference between male and female students regarding emotional intelligence but there is a significant difference between male and female students considering self-esteem. The self-esteem of females is higher than that of males.

The theoretical-conceptual framework on the next page pictures out the flow of the study. The study is anchored on Albert Bandura's Self Efficacy Theory, Carl Roger's Theory of Personality, and Abraham Maslow's Theory of Human Motivation.

This study is anchored on the Philippine Constitution and Republic Act 7722 (1987). This study determined if self-esteem has a relation to academic performance.

LEGAL BASES	THEORIES
1987 Philippine Constitution, R.A. 7722 "Academic freedom shall be enjoyed in all institutions of higher learning." This was reiterated in the law creating the Commission on Higher Education, R.A. 7722, which states that "The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance…"	1. **Albert Bandura's Self Efficacy Theory** One's sense of self-efficacy can provide the foundation for motivation, well-being and personal accomplishment. 2. **Carl Rogers' Theory of Personality** Which focuses on a self-concept, or a person's perceptions and beliefs about himself. 3. **Abraham Maslow's Theory of Human Motivation** Believed that motivation is determined by both internal and external factors.

SELF-ESTEEM AND ACADEMIC PERFORMANCE OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019

Self-Esteem Scores

Students' Academic Performance

Figure 1. Theoretical and Conceptual Framework

THE PROBLEM

Statement of the Problem

The research aimed to determine the relationship between self-esteem and academic performance of the 3rd year students of the College of Technology and Allied Sciences of Bohol Island State University- Bilar Campus.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the 3rd year CTAS students in the BISU-Bilar Campus in terms of:

   1.1. age;

   1.2. course;

   1.3. sex?

2. What is the self-esteem score of the respondents?

3. What is the academic performance of the 3rd year CTAS students in the A.Y. 2018-2019?

4. Is there a significant relationship between the self-esteem scores and the academic performance of the students?

Null Hypothesis

There is no significant relationship between the self-esteem score and the academic performance of the students.

Significance of the Study

The study would provide significant information and believed to be beneficial to the following:

Students. The performance of the students would reflect on their academic. This research work would help them understand the value of academic performance as the basis to improve their self-esteem to face the future work as a worker.

Student Parents. This would help students provide relevant information to the self-esteem that would exercise and develop them to cope with their school work and as a parent simultaneously.

Faculty. The results of the study would help the instructors to aware of the degree of self-esteem and its relation to the performance of the students so that they would be more understanding, patient, tolerant, and considerate to the students.

Student Affairs Office. The results of this study would be useful for the Department in the realization of a major student development program to improve quality working performance through enhancing their self-esteem.

Stakeholders. This study would be beneficial to them because if there are highly-esteemed students, the institution would also produce competent and confident students who would surely render the best service to the community.

RESEARCH METHODOLOGY

Design

This study utilized the correlational research design to investigate the relationship between self-esteem and academic performance. The correlation reflects the strength and/or direction of the relationship between the two identified variables. Hence, the correlational research design was employed to determine the relationship between the students' self-esteem scores and their academic performance.

In measuring the self-esteem of the students, a ten-item standardized questionnaire known as the Rosenberg Self-Esteem Scale was used. The result of the survey served as the basis for evaluating the self-esteem scores of the students.

On the other hand, the general weighted average of the students for the Academic Year 2018-2019 was used to determine the academic performance.

Environment and Participants

The study was conducted in Bohol Island State University Bilar Campus, Bilar, Bohol, specifically in the College of Technology and Allied Sciences.

The participants were the 3rd year students in the Academic Year 2020-2021. To know the academic performance of the 3rd year students, their 1st year general weighted average in the Academic Year 2018-2019 was used. The

students were asked to answer an online questionnaire using Google Forms and were asked to provide their grades for the 1st and 2nd semester.

The researchers used the Slovin's Formula to get the total number of respondents. From the total number of enrolled 3rd year students of the CTAS from the Academic Year 2020-2021, 5% of its population was the sample size. Researchers randomly selected students from each course that served as the respondents of the study.

Instrument

The instrument for this study is Rosenberg's Self-esteem Scale. The Rosenberg Self-esteem Scale is a 10-item test with answer point scale from strongly agree to strongly disagree.

For the academic performance, the researchers used their GWA from Academic Year 2018-2019. The researchers computed the general weighted average of each student respondent from the two semesters of the academic year.

Procedure

To acquire the data, a formal letter addressed to the Campus Director and Dean of the College of Technology and Allied Sciences was prepared by the researchers to conduct the study. After the approval, the questionnaires were sent through google forms to the CTAS students who served as the respondents of the study.

On the other hand, the total population of students of CTAS was based on the record of the Registrar's Office. The figure was used to compute the desired number of respondents for the conduct of the survey. The same respondents were also asked to provide their grades for the first and second semester of AY 2018-2019.

Statistical Treatment

In analyzing the data, these procedures were followed. The data were collected, tallied, and tabulated.

To determine the demographic profile and the academic information of the respondent, the percentage and frequency distribution was used. This specifies the percentage of observations that exist for each data point or grouping of data points and is used to express the relative frequency of survey responses and other data. The process used include counting the total number of observations within each data point or grouping of data points, and then dividing the number of observations within each data point or grouping of data points by the total number of observations. Percentage Frequency was employed. The formula is:

$$P = \frac{f}{N} \times 100$$

Where:

P = percentage

f = frequency

n = no. of respondents

For the purpose of providing qualitative description on the level of performance of the 3rd year CTAS students on the academic areas, the scale on the next page was used.

RANGE	EQUIVALENT
Excellent (1.0 − 1.2)	100 − 95/Excellent
Very Good (1.3 − 1.5)	94-90/Very Good
Good (1.6 − 2.5)	89 − 80/Good
Fair (2.6 − 3.0)	79 − 75/Fair
Failure (3.1 − 5.0)	Below 75/Failure

Source: BISU Student Manual

To determine the self-esteem score of the respondents, weighted mean was used:

Formula:

$$WMS = \frac{4(f_4)+3(f_3)+2(f_2)+1(f_1)}{n}$$

Where:

WMS = Weighted Mean Score

W = weight of responses

f = number of responses

n = total number of respondents

The descriptions of the scalar value were as follows:

SCALAR VALUE	DESCRIPTION
3.26 − 4.00	Strongly Agree
2.51 − 3.25	Agree
1.76 − 2.50	Disagree
1.00 − 1.75	Strongly Disagree

To determine the relationship between the self-esteem scores and the academic performance of the students, Spearman Rho was used. The process used include Test of Normality to check if the data is normal or non-normal. Moreover, it checks the use of parametric test or non-parametric test.

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2-1)}$$

Where:

ρ = Spearman's rank correlation coefficient

d_i = difference between the two ranks of each observation

n = number of observation

To interpret Spearman Rho, the following range is used;

RANGE	INTERPRETATION
≥ 0.70	Very Strong Relationship
0.40 − 0.69	Strong Relationship
0.30 − 0.39	Moderate Relationship
0.20 − 0.29	Weak Relationship
0.01 − 0.19	Negligible Relationship

Adapted from Dancey and Reidy, (2004)

DEFINITION OF TERMS

The following terms were defined operationally to clarify the ambiguity of usage and to have a common frame of understanding:

Academic Performance. It is a complex behavior that measured success in educational institutions on how well a student meets standards set out by local government the institution itself.

GWA (General Weighted Average). Represents the overall academic performance for a semester or an academic year.

High self-esteem. Considered desirable outcomes as well as important mediators in enhancing other positive psychological variables.

Low self-esteem. This refers to having negative attitudes towards oneself, as manifested in the deficient feeling of self-respect and self-worth.

Profile. The background information of the respondents in the study.

Questionnaire. A form was prepared and distributed to the respondents to secure responses to certain questions.

Self-esteem. It is a feeling that guides individual behavior. It is a driving force behind motivation.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study, as well as the analysis and interpretation of the data gathered.

Profile of the Respondents

Table 1 shows the profile of the respondents. The respondents were the 220 selected 3rd year CTAS students of Bohol Island State University. Their profile includes their age, course and sex.

Data showed that majority of the respondents were from ages 21-22 years old (80%). This can be attributed to the students who were already included in the implementation of K-12 program, hence, adding two years in their senior high school. Only a few students are also enrolled in their later years (4%).

In CTAS, the highest number of enrollees belong to BSHM which comprises 30% of the population, and BSIT-related courses combined (20%) followed by BSOA (19%). Entrepreneurship and Computer Science courses have yet to catch up in terms of number of enrollees in the college.

Interestingly, most of the enrollees in the college are female (69%) compared to male that only constitutes one-third of the population. Hence, courses being offered in CTAS are more attractive to women than men.

Table 1

Profile of the Respondents

n=220

Category	Frequency (f)	Percentage (%)
Age		
20	2	1.0
21	87	40.0
22	87	40.0
23	24	11.0
24	6	2.0
25	7	3.0
26 and above	7	3.0
Course		
BSCS	35	16.0
BSE	33	15.0
BSHM	67	30.0
BSIT- AT	23	10.0
BSIT- FPSM	21	10.0
BSOA	41	19.0
Sex		
Male	69	31.0
Female	151	69.0

Table 2 presented the self-esteem scores of the respondents with an overall mean result of 1.809 or a descriptive rating of "Disagree" on the statements. The respondents acceded to the said statements. The results presented in the table shows that the statement "I take a positive attitude toward myself" got the highest rank with a weighted mean of 2.34, and declared as Disagree. "On the whole, I am satisfied with myself" ranked the second with a weighted mean of 2.25 which also interpreted as Disagree". The statement "At times I think I am no good at all" ranked as second to the lowest among the statements with a weighted mean of 1.20 with the interpretation of Strongly Disagree. The statement "I feel I do not have much to be proud of" ranked the lowest with a weighted mean result of 1.15 or a descriptive rating of Strongly Disagree, which further mean that they disagree of the statement and the respondents aren't proud of what they are.

Based on the result this means that most of the respondents haven't actually felt that they are worthy or at least on an equal plane with others. They also see themselves by not having a good number of qualities and positive attitude. They also showed less respect, satisfaction towards themselves. Hence, they feel about being a failure, useless or no good at all.

Table 2

Self-Esteem Score of the Respondents

n=220

Items	Weighted Mean	Description	Rank
1. I feel that I am a person of worth, at least on an equal plane with others.	2.22	Disagree	3
2. I feel that I have a number of good qualities.	2.15	Disagree	4
3. All in all, I am inclined to feel that I am a failure.	1.23	Strongly Disagree	8
4. I am able to do things as well as most other people.	2.10	Disagree	5
5. I feel I do not have much to be proud of.	1.15	Strongly Disagree	10
6. I take a positive attitude toward myself.	2.34	Disagree	1
7. On the whole, I am satisfied with myself.	2.25	Disagree	2
8. I wish I could have more respect for myself.	2.09	Disagree	6
9. I certainly feel useless at times.	1.35	Strongly Disagree	7
10. At times I think I am no good at all.	1.20	Strongly Disagree	9
COMPOSITE MEAN	1.809	DISAGREE	

Legend:

3.26 − 4.00	Strongly Agree (SA)
2.51 − 3.25	Agree (A)
1.76 − 2.50	Disagree (D)
1.00 − 1.75	Strongly Disagree (SD)

Table 3 revealed that almost all of the respondents have a grade range from 1.6 to 2.5 which comprises 95.91% or described as "good" based on the identified BISU grading system. This was followed by the "very good" remark with

3.64%. Out of 220 respondents only 1 got the "failure" remark which comprises to 0.45%. For the grading system, the standard for excellence seemed to be very high given that a student needed to get a grade of 1.0-1.2 or equivalent to 96-100 which interpreted as Very Good. Thus, no one got the "excellent" remark.

Table 3

Academic Performance of the Respondents

n=220

RANGE	FREQUENCY (F)	PERCENTAGE (%)
Excellent (1.0 − 1.2)	0	0.00
Very Good (1.3 − 1.5)	8	3.64
Good (1.6 − 2.5)	211	95.91
Fair (2.6 − 3.0)	0	0.00
Failure (3.1 − 5.0)	1	0.45

Source: BISU Student Manual

The table explains the correlation between the self-esteem score and academic performance of the 220 CTAS students. The result showed that there is no significant relationship between the Self-Esteem and the Academic Performance of the 3rd year CTAS Students. Thus, the null hypothesis is accepted. The result of the data using the Spearman Rho explains that the higher the self-esteem projected by the students, the lower the GWA they have and if the higher the GWA attained by the respondents, the lower the self-esteem they possessed. However, there is a low negative correlation between self-esteem and the grades of the students implies that there are other contributing

factors that affect self-esteem. This also means that one can have a satisfactory performance in school but still feeling less confident, have lesser believe in what they can do and are capable of. Thus, it is important to note that the grades that were used in the research is the one the students acquired prior to the pandemic wherein face-to-face classes but the self-assessment was conducted during the pandemic wherein various forms of modality were used as an alternative tool for learning. According to the student conducted by Kirsti Grotan et. al., being a major public health challenge, mental distress can influence academic achievement and that there was a strong association between symptoms of mental distress, academic self-efficacy and study progress. Hence, the ore competitive the student is, the higher the tendency of anxiety and mental distress when placed in a challenging situation.

In Voltmer, et. al., result also showed that proportions with the perception of stress and symptoms of anxiety and depression as well as risk patterns of overexertion and burnout were relatively high to those who are performing well in their academics.

Further, in the study of Azmi et al. (2002), based on the current research results, it is concluded that the presence of the COVID-19 pandemic has dramatically increased the depressive symptoms in students. The presence of the pandemic is an added factor, as many students feel augmented stress levels, anxiety, and depressive symptoms as a consequence of changed teaching method and reservation of university education, technological concerns of online courses, and future employment; all these influences were witnessed in

universities across countries.

Table 4

Correlation between the Self-Esteem and Academic Performance of the 3RD

year CTAS Students

n=220

Source	Test Value (ρ)	P-value	Decision	Interpretation
Self-Esteem Score and Academic Performance	-0.034	0.618	Null hypothesis accepted	There is no significant relationship between the self-esteem score and the academic performance.

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study. Conclusions and recommendations were also drawn based on the analysis and interpretation of data. The recommendations were provided as basis or direction for future researchers who would undertake a related study.

Summary

The main thrust of this study was to determine the self-esteem and academic performance of the 3rd year CTAS students.

Specifically, the study attempted to determine the self-esteem of the students. The researchers sought to get the academic performance through the 1st and 2nd semester of the Academic Year 2018-2019. Also, the researchers intended to determine whether there is significant relationship between the self-esteem and the academic performance.

After employing the questionnaires, the data were tabulated, analyzed, and interpreted. The formulas used in this study were percentage, frequency, weighted mean score and Spearman Rho. The responses of the questionnaire were collected and tallied in tables. To determine the demographic profile and academic performance of the 3rd year CTAS students, percentage and frequency were used; To determine the self-esteem score of the respondents, weighted

mean was used; and Spearman Rho was used to determine the relationship between the self-esteem and academic performance of the respondents.

Findings

The following were the findings based on the results of the data gathered:

1. The Demographic Profile of the Respondents

   1.1 Age of the respondents

   Majority of the respondents are ages 21-22 years old comprising 80% of the total sample population.

   1.2 Course of the respondents

   Highest enrollment in the college belong to the BSHM comprising 30% of the total population while the entrepreneurship and computer science are lagging behind.

   1.3 Gender of the respondents

   The respondents are predominantly female comprising of 69% of the entire population.

2. The Self-Esteem Score of the CTAS Students

The results of the self-esteem scores showed that most of the respondents haven't actually felt that they are worthy or at least on an equal plane with others with an overall mean result of 1.809 or a descriptive rating of "Disagree" on the statements. The statement "I take a positive attitude toward

myself" got the highest weighted mean of 2.34, and declared as Disagree. The statement "I feel I do not have much to be proud of" ranked the lowest with a weighted mean result of 1.15 or a descriptive rating of Strongly Disagree, which further mean that they disagree of the statement and the respondents are less proud of what they are.

2. The Academic Performance of the 3ʳᵈ Year CTAS Students

Based on the findings, almost all of the respondents have a grade range from 1.6 to 2.5 which comprises 95.91% or described as "good" based on the identified BISU grading system. This was followed by the "very good" remark with 3.64%. Out of 220 respondents only 1 got the "failure" remark which comprises to 0.45%. For the grading system, the standard for excellence seemed to be very high given that a student needed to get a grade of 1.0-1.2 or equivalent to 96-100 which interpreted as Very Good. Thus, no one got the "excellent" remark.

3. The Relationship Between Self-Esteem and Academic Performance

The computed values revealed that there is no significant relationship between the Self-Esteem and the Academic Performance of the 3ʳᵈ year CTAS Students. Thus, the null hypothesis is accepted. The result of the data using the Spearman Rho explains that the higher the self-esteem projected by the students, the lower the GWA they have and if the higher the GWA attained by the respondents, the lower the self-esteem they possessed. However, there is a low negative correlation between self-esteem and the grades of the students implies that there are other contributing factors that affect self-esteem.

Conclusions

Self-esteem is the "feeling of self-appreciation" and is an indispensable emotion for people to adapt to society and live their lives. Based on the result of the study, there is no significant relationship between the self-esteem and academic performance of the respondents. However, there is a low negative correlation between self-esteem and the GWA of the students. This means that the higher the GWA, the lower the self-esteem projected by the students. Low negative correlation between self-esteem and the grades of the students implies that there are other contributing factors that affect academic performance of students. This also means that one can have a satisfactory performance in school but still feeling less confident, have lesser believe in what they can do and are capable of. Further, there are also other factors that affect academic performance, other than self-esteem.

Recommendations

Based on the findings of this study, there is a need for instant consideration and support for students in order for them to cope during distress since could affect their academic performance.

Further, it is important for academic institutions to provide an enabling environment and an adaptive mindset can help students familiarize themselves with the new learning methods.

A study on current performance during the pandemic can also shed light on the actual effect of the pandemic or calamities i.e typhoon, earthquake etc.

Future studies should take these results into account to expand these findings and propose prevention and intervention measures that contribute to promoting mental health by increasing self-esteem.

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APPENDIX A-1

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol

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Mission: BISU is committed to provide quality higher education in the arts and sciences as well as in the professional and technological fields, undertake research and development and extension services for the sustainable development in Bohol and the country.

November 8, 2021

DR. MARIETTA C. MACALOLOT
Campus Director
BISU-Bilar

Dear Dr. Macalolot:

Good day!

We, the students of **Bachelor of Science in Office Administration of Bohol Island State University -Bilar Campus, Zamora, Bilar, Bohol** is currently undertaking a research study for our thesis entitled **"SELF-ESTEEM AND ACADEMIC PERFORMANCE OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019"**.

In connection with this matter, we humbly ask permission to please allow us to get a copy of all the lists of the 3rd year CTAS students enrolled in the A.Y. 2020-2021 and to let us have their GWA in the 1st year A.Y. 2018-2019. We will make sure to observe the required health and safety protocols.

Rest assured that utmost courtesy and confidentiality of the data will be observed during the conduct. Thank you, God bless and more power.

Very respectfully yours,

(SGD) FATIMA CARMELA D. REBOSURA
(SGD) JENELITA S. GANZON
(SGD) SARAH D. QUEZON
(SGD) MARY ANN P. TUBIO

Noted: Recommending Approval:

WENDELL B. DORIA, MSBA   ARLEN B. GUDMALIN, Ph.D.
Thesis Adviser   Dean, CTAS
                              Approved by:

MARIETTA C. MACALOLOT, Ph.D.
Campus Director
APPENDIX A-2

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol

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word class and a virtuous human resource for the sustainable development of Bohol and the country.

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November 8, 2021

To: **CTAS Students**
    A.Y. 2020-2021

Warm Greetings!

The undersigned student researchers will be conducting a research study entitled, **"SELF-ESTEEM AND ACADEMIC PERFORMANCE OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019".**

With this regard, we would like to request your heartfelt cooperation by allowing us to have your grades. Your cooperation is very salient since it will contribute to the success of the study. The researchers assure that all information obtained will be kept confidential.

<div align="center">Very respectfully yours,</div>

(SGD) FATIMA CARMELA D. REBOSURA
(SGD) JENELITA S. GANZON
(SGD) SARAH D. QUEZON
(SGD) MARY ANN P. TUBIO

Noted:

WENDELL B. DORIA, MSBA
    Thesis Adviser

APPENDIX B

<div align="center">

Republic of the Philippines
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Bilar Campus
Zamora Bilar Bohol

</div>

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QUESTIONNAIRE FOR THE RESPONDENTS

Sir/ Ma'am:

Greetings!

The undersigned BS Office Administration students of BISU-Bilar Campus are pursuing a study entitled, **"SELF-ESTEEM AND ACADEMIC PERFORMANCE OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019".** This is in partial fulfillment of the requirements to graduate from our degree.

In line with this, we would like to know your side and view about this issue through answering the questions below.

We appreciate your cooperation in this regard. Rest assured that your answers will be kept with utmost confidentiality.

Thank you and God bless!

● Please fill in the needed information. Put a check inside the appropriate box.

Name (Optional): _____

Age: [ ]   Sex:

Course: BSCS [ ] BSOA [ ] BSE [ ]   Male [ ]

BSHM [ ] BSIT-FPSM [ ] T-AT [ ]   Female [ ]

Directions: Please shade ● under the appropriate column the rating you give in each item.

Scores are calculated as follows:

• For items 1, 2, 4, 6 and 7:

Strongly agree= 3
Agree= 2
Disagree= 1
Strongly Disagree= 0

- For items 3, 5, 8, 9 and 10 (which are reversed in valence):
Strongly Agree= 0
Agree= 1
Disagree= 2
Strongly Disagree= 3

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am a person of worth, at least on an equal plane with others.	O	O	O	O
2. I feel that I have a number of good qualities.	O	O	O	O
3. All in all, I am inclined to feel that I am a failure.	O	O	O	O
4. I am able to do things as well as most other people.	O	O	O	O
5. I feel I do not have much to be proud of.	O	O	O	O
6. I take a positive attitude toward myself.	O	O	O	O
7. On the whole, I am satisfied with myself.	O	O	O	O
8. I wish I could have more respect for myself.	O	O	O	O
9. I certainly feel useless at times.	O	O	O	O
10. At times I think I am no good at all.	O	O	O	O

APPENDIX C
Raw Data

PROFILE OF THE RESPONDENTS

Respondent's Number	Age	Course	Sex
1	3	4	1
2	3	4	1
3	2	4	1
4	2	4	1
5	3	4	1
6	3	6	2
7	2	6	2
8	2	6	2
9	4	6	2
10	4	6	2
11	2	6	2
12	3	1	2
13	2	6	2
14	5	6	1
15	2	3	2
16	2	3	2
17	2	3	1
18	2	3	1
19	3	3	2
20	2	3	2
21	3	3	2
22	3	3	2
23	2	6	2

24	2	3	1
25	3	3	2
26	2	6	2
27	2	6	2
28	2	3	2
29	2	3	1
30	3	6	2
31	2	6	2
32	5	1	1
33	2	6	2
34	3	6	2
35	3	3	1
36	3	6	2
37	1	6	2
38	2	6	2
39	2	6	2
40	3	6	2
41	2	6	2
42	2	3	2
43	2	3	2
44	5	6	2
45	6	5	1
46	2	6	2
47	3	6	2
48	3	6	2

49	2	6	2
50	3	6	2
51	3	1	1
52	3	6	2
53	2	6	2
54	2	6	2
55	3	3	2
56	3	6	2
57	2	6	2
58	3	6	2
59	3	6	2
60	4	2	2
61	2	6	2
62	2	1	2
63	3	6	2
64	6	1	1
65	2	3	1
66	3	1	1
67	2	3	2
68	4	6	2
69	2	6	2
70	3	1	2
71	3	4	1
72	3	1	2
73	6	6	2

74	3	6	2
75	3	4	2
76	4	6	1
77	5	4	1
78	2	3	2
79	3	3	1
80	4	2	2
81	2	2	2
82	3	3	1
83	2	1	2
84	4	3	1
85	3	1	2
86	3	2	2
87	4	4	1
88	7	2	2
89	3	5	1
90	4	5	1
91	2	5	2
92	3	5	2
93	4	3	1
94	3	3	1
95	2	3	1
96	2	1	2
97	3	5	2
98	4	5	2

99	7	1	2
100	5	2	2
101	2	2	2
102	7	2	2
103	7	2	2
104	3	1	2
105	3	3	1
106	7	2	2
107	3	2	2
108	3	5	2
109	3	3	2
110	3	5	2
111	2	5	2
112	4	4	1
113	2	2	1
114	2	5	2
115	2	2	2
116	4	2	2
117	2	3	2
118	2	5	2
119	2	5	1
120	2	5	2
121	2	2	2
122	2	5	2
123	3	5	1

124	2	2	2
125	2	3	2
126	6	5	2
127	2	3	2
128	3	3	2
129	3	3	2
130	3	4	1
131	2	3	2
132	4	4	1
133	2	4	1
134	4	3	1
135	4	2	2
136	3	2	2
137	2	2	2
138	3	2	2
139	2	5	2
140	3	2	2
141	2	5	2
142	3	4	1
143	3	5	2
144	4	5	1
145	2	4	1
146	3	3	1
147	2	3	1
148	3	3	1

149	2	2	2
150	7	1	1
151	2	2	2
152	3	2	2
153	3	4	1
154	3	2	2
155	3	2	2
156	4	3	2
157	3	3	2
158	5	1	1
159	4	4	1
160	3	3	1
161	2	3	2
162	3	1	1
163	3	3	1
164	2	3	1
165	4	1	1
166	3	3	2
167	3	2	2
168	2	1	2
169	2	3	1
170	2	2	2
171	3	1	2
172	2	3	2
173	3	3	2

174	3	2	2
175	2	2	1
176	3	3	2
177	6	3	2
178	2	2	2
179	3	2	2
180	2	3	2
181	4	3	1
182	2	1	2
183	4	4	1
184	2	1	1
185	6	4	1
186	3	2	1
187	1	1	1
188	4	1	2
189	3	3	2
190	3	3	2
191	2	3	2
192	2	3	2
193	2	4	1
194	2	4	1
195	3	1	2
196	3	4	1
197	3	4	1
198	2	1	2

199	3	1	2
200	2	1	2
201	4	3	2
202	2	3	2
203	3	1	1
204	3	3	2
205	2	1	1
206	3	1	2
207	2	1	1
208	2	3	2
209	3	3	2
210	3	3	2
211	2	3	2
212	3	3	2
213	2	3	2
214	6	1	2
215	2	1	2
216	3	3	2
217	7	1	1
218	3	1	2
219	3	3	2
220	3	3	2

LEGEND:

AGE	COURSE	SEX
1 – 20	1 – BSCS	1 – Male
2 – 21	2 – BSE	2 – Female
3 – 22	3 – BSHM	
4 – 23	4 – BSIT-AT	
5 – 24	5 – BSIT-FPSM	
6 – 25	6 – BSOA	
7 – 26 and above		

APPENDIX C-1

SELF-ESTEEM SCORE OF THE RESPONDENTS

RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	2	2	0	2	2	3	2	3	1	1
2	2	2	1	2	1	2	2	2	2	2
3	2	2	2	2	2	2	2	2	2	2
4	0	0	1	1	0	1	1	0	2	2
5	2	3	2	3	2	2	3	2	2	2
6	2	2	1	3	2	2	3	3	2	2
7	2	2	1	3	0	2	2	2	1	0

8	3	2	0	3	1	3	2	2	2	1
9	3	2	0	3	0	3	2	3	2	1
10	2	2	1	2	1	2	3	2	2	1
11	2	2	1	2	1	3	2	2	1	1
12	2	2	1	1	1	3	2	2	2	2
13	2	2	1	2	2	2	3	3	2	3
14	2	2	0	2	0	3	3	2	1	0
15	2	2	1	2	1	2	2	1	2	2
16	2	2	2	2	1	2	1	2	3	2
17	2	2	2	2	3	1	0	2	2	2
18	0	0	1	0	2	0	0	0	2	2
19	2	2	1	2	1	2	2	1	1	0
20	2	2	2	2	2	3	2	3	2	2
21	2	2	1	2	1	2	2	2	0	0
22	2	2	1	2	0	2	3	1	1	0
23	3	3	0	2	0	3	3	1	0	0
24	3	2	2	3	1	2	3	3	1	1
25	2	2	1	2	2	2	2	2	1	2
26	2	2	2	3	2	2	2	3	2	3
27	2	2	1	2	2	2	1	2	2	2
28	3	2	0	2	0	3	2	2	1	2
29	3	3	2	2	0	2	3	2	0	0
30	3	2	2	3	1	3	2	2	2	2
31	2	2	1	1	2	2	2	2	2	2
32	2	2	1	3	0	3	3	2	0	0

33	2	3	0	3	0	3	3	2	0	1
34	2	2	0	3	0	3	3	2	0	0
35	2	1	2	1	3	2	1	3	3	3
36	2	2	0	2	1	2	2	3	1	1
37	3	3	2	2	1	3	3	3	1	2
38	1	2	0	2	0	3	2	2	0	0
39	2	2	1	2	1	2	2	3	2	2
40	2	2	1	1	2	2	2	1	2	2
41	2	2	1	2	1	2	2	2	2	2
42	2	2	1	2	2	2	2	2	2	2
43	2	2	2	3	3	2	2	2	3	3
44	2	2	1	1	0	1	1	1	0	0
45	2	2	2	2	2	3	3	3	2	1
46	2	2	1	2	0	3	3	2	0	0
47	3	3	1	2	0	3	3	1	0	0
48	2	2	1	2	1	2	2	1	1	1
49	3	2	1	2	1	2	2	3	1	1
50	2	2	1	1	1	2	2	2	1	1
51	3	2	1	2	1	3	3	1	1	1
52	2	2	0	2	0	2	2	2	0	0
53	3	3	1	2	1	2	3	2	0	0
54	3	2	1	2	0	3	3	2	1	0
55	2	2	1	2	1	3	3	2	1	0
56	2	2	0	2	1	2	2	2	1	0
57	2	2	1	2	1	2	2	1	1	1

58	2	2	1	2	1	3	3	1	1	1
59	2	2	2	2	2	2	2	3	2	2
60	2	2	2	1	2	3	2	2	2	2
61	2	2	1	2	1	2	2	2	2	1
62	3	3	2	3	1	2	2	2	2	1
63	3	2	1	2	1	3	3	2	1	1
64	3	3	2	2	2	3	1	3	1	1
65	3	3	1	2	2	3	3	1	1	1
66	2	2	1	2	0	3	2	2	1	0
67	2	2	1	2	1	2	0	3	2	3
68	2	2	2	2	2	2	2	2	2	1
69	2	2	1	2	1	2	2	2	2	2
70	2	2	1	2	1	2	2	2	1	2
71	2	1	1	2	2	3	3	3	1	1
72	3	2	1	3	2	3	3	0	0	0
73	2	2	2	2	2	2	2	2	2	2
74	3	3	1	2	1	3	3	2	0	0
75	3	3	1	2	1	3	3	2	2	1
76	3	3	3	3	3	3	3	3	3	3
77	2	2	1	2	1	3	3	2	1	1
78	2	2	2	2	1	2	1	1	2	2
79	3	3	1	2	0	2	3	3	1	1
80	2	2	1	2	1	2	2	3	1	1
81	3	2	0	2	0	3	3	3	0	0
82	3	2	1	2	1	3	3	2	0	3

83	3	2	1	2	1	2	2	2	1	0
84	1	2	1	1	1	3	3	3	1	0
85	2	2	1	2	1	2	3	3	1	1
86	2	2	1	2	1	2	3	3	2	1
87	2	2	1	2	1	2	1	3	1	1
88	3	3	0	2	0	3	2	2	0	0
89	2	2	3	3	1	2	3	2	1	1
90	2	3	2	3	1	3	3	3	2	1
91	2	2	2	2	1	2	3	3	2	2
92	2	2	2	3	1	2	2	0	2	1
93	2	2	1	2	1	3	2	2	1	1
94	2	2	1	2	1	2	3	2	2	1
95	2	3	1	2	1	2	3	2	2	2
96	2	2	1	3	1	3	2	3	1	0
97	3	3	0	3	0	3	3	3	0	0
98	2	2	1	2	1	2	2	1	2	2
99	3	3	2	3	1	3	3	3	0	0
100	2	2	1	2	1	3	2	2	1	1
101	3	3	1	2	0	3	2	3	2	1
102	2	2	1	2	2	2	1	2	2	1
103	2	2	1	1	2	2	1	1	1	1
104	3	3	0	3	0	3	3	0	0	0
105	3	2	0	2	2	3	2	2	1	0
106	1	1	0	1	1	2	2	1	1	1
107	2	2	2	2	2	2	2	1	2	1

108	2	2	1	2	1	2	2	3	0	0
109	2	2	0	2	0	3	3	3	0	0
110	2	2	2	2	1	2	2	3	1	1
111	2	2	1	2	1	2	2	2	2	1
112	2	2	3	2	2	2	3	3	2	2
113	2	2	1	2	1	2	3	2	2	2
114	3	2	2	2	2	2	3	2	2	2
115	2	2	2	1	1	2	3	2	1	2
116	2	2	1	2	1	2	1	1	1	1
117	3	2	2	2	1	2	3	2	2	3
118	2	2	2	2	1	2	1	2	1	1
119	2	2	2	2	1	2	3	2	2	1
120	2	2	2	2	2	2	3	2	2	2
121	2	2	1	2	2	2	3	3	2	1
122	2	2	0	3	1	3	3	2	3	2
123	3	3	1	3	1	3	2	2	1	1
124	2	2	1	3	1	3	3	2	1	1
125	2	2	1	2	1	3	3	3	1	1
126	2	2	2	2	2	3	2	2	3	2
127	2	3	2	3	1	3	3	3	1	0
128	3	3	3	2	2	3	2	2	3	3
129	2	2	1	2	1	3	2	1	0	0
130	2	2	2	1	2	2	2	2	1	2
131	3	3	0	2	1	3	2	3	2	1
132	2	2	1	2	1	3	3	3	2	1

133	3	3	1	2	1	2	3	2	0	0
134	2	2	2	2	2	3	2	2	1	1
135	2	2	1	2	1	2	2	2	2	0
136	2	2	2	2	2	2	2	2	2	2
137	3	2	1	2	0	3	2	3	2	1
138	2	2	2	2	2	2	2	2	1	1
139	2	2	1	2	2	1	1	2	2	2
140	2	2	2	3	2	2	2	2	2	2
141	2	3	0	1	2	2	0	3	2	2
142	2	2	2	2	1	1	2	2	1	1
143	2	3	2	1	1	3	2	2	1	1
144	2	2	3	2	3	2	3	3	2	2
145	2	3	1	2	0	3	2	2	0	1
146	2	2	1	2	1	2	3	3	1	0
147	2	2	1	2	2	2	1	2	2	2
148	2	2	1	2	1	2	2	2	1	1
149	2	2	2	3	3	2	1	3	2	2
150	3	3	1	3	2	3	3	2	1	1
151	2	2	2	2	1	2	2	2	1	0
152	3	2	1	2	1	3	3	3	1	0
153	2	2	2	2	1	2	2	2	1	1
154	3	2	1	2	0	3	3	2	0	1
155	2	2	2	2	1	2	2	2	1	1
156	2	2	1	2	0	2	3	3	0	0
157	2	2	2	2	1	3	3	3	1	1

158	2	2	2	2	2	1	2	2	1	1
159	2	2	2	2	2	2	2	2	2	2
160	3	3	0	2	0	3	2	3	0	0
161	3	3	1	3	1	2	3	2	1	1
162	1	2	1	3	0	3	0	1	1	1
163	2	2	1	2	0	2	2	1	0	0
164	2	2	1	2	1	2	2	1	2	2
165	2	2	2	2	2	2	2	2	2	2
166	2	2	2	2	2	2	1	2	1	1
167	3	3	1	3	3	3	3	2	1	1
168	3	2	1	2	1	3	3	3	1	1
169	1	1	1	1	1	1	2	2	2	1
170	2	1	2	2	2	2	2	2	2	2
171	3	3	1	3	1	3	3	2	1	1
172	2	2	1	2	1	2	2	1	1	0
173	3	2	1	2	1	3	3	1	1	2
174	2	2	2	2	1	1	2	2	2	2
175	3	3	1	3	0	3	3	2	1	1
176	3	3	1	2	0	2	3	1	0	0
177	3	2	1	2	2	3	3	2	2	0
178	2	2	1	3	2	3	3	3	2	2
179	2	2	1	2	2	2	2	2	2	2
180	2	2	1	2	1	2	2	2	1	1
181	3	2	1	3	1	3	3	3	2	0
182	2	3	1	2	0	2	2	1	1	2

183	3	3	2	2	1	2	2	2	1	0
184	3	2	1	2	0	2	2	0	2	2
185	2	2	1	2	1	3	3	2	0	1
186	2	3	1	3	1	3	3	2	1	0
187	3	3	1	3	2	2	1	2	2	2
188	2	2	0	2	1	2	3	2	2	2
189	2	2	3	2	2	2	2	3	2	2
190	1	1	1	1	1	2	2	1	1	1
191	2	1	1	2	1	2	1	2	2	2
192	2	2	2	2	2	2	2	2	2	2
193	2	2	2	2	2	2	2	2	2	2
194	2	3	1	3	1	3	3	3	1	3
195	2	2	1	2	2	2	1	1	2	2
196	2	2	1	2	1	3	3	2	2	2
197	2	2	2	3	2	2	3	2	2	2
198	2	2	1	2	1	1	2	2	2	2
199	3	3	1	3	0	3	3	3	1	0
200	3	3	1	3	1	2	3	3	2	0
201	2	2	2	2	2	2	3	3	2	2
202	2	2	0	3	0	2	3	2	1	1
203	2	2	1	2	0	3	2	2	1	1
204	3	2	1	2	1	3	3	2	1	2
205	2	2	1	2	1	2	2	3	1	1
206	2	2	1	2	1	2	2	2	2	2
207	2	2	1	3	0	3	3	2	0	0

208	2	2	2	2	2	2	2	3	2	2
209	2	2	2	2	2	2	2	2	2	2
210	2	2	2	2	2	2	1	3	3	3
211	2	2	1	2	2	2	2	2	3	3
212	2	2	2	1	1	3	1	3	2	1
213	2	2	1	2	1	2	2	2	1	2
214	2	2	2	1	1	2	1	2	2	1
215	3	2	0	2	0	3	3	1	1	0
216	2	2	0	2	0	2	2	2	1	0
217	2	2	1	2	1	3	2	2	1	1
218	2	2	2	2	2	2	2	2	1	1
219	2	2	1	2	1	2	1	2	2	1
220	2	2	2	2	2	2	2	2	2	2

LEGEND:

- For items 1, 2, 4, 6, and 7:
Strongly Agree: 3
Agree: 2
Disagree: 1
Strongly Disagree: 0

- For items 3, 5, 8, 9, and 10 (which are reversed in valence):
Strongly Agree: 0
Agree: 1
Disagree: 2
Strongly Disagree: 3

APPENDIX C-2

ACADEMIC PERFORMANCE OF THE RESPONDENTS

RN	1ST SEMESTER	2ND SEMESTER	GWA
1	2.05483871	2.136666667	2.095752688
2	2.135483871	1.948387097	2.038709677
3	2.064516129	1.832258065	1.858064516
4	2.209677419	2.038709677	2.090322581
5	2.006451613	1.835483871	1.896774194
6	1.744	1.709090909	1.726545455
7	1.628	1.672727273	1.650363636
8	1.748	1.977272727	1.862636364
9	1.932	2.122727273	2.027363636
10	1.748	1.822727273	1.785363636
11	1.648	1.659090909	1.653545455
12	1.623076923	1.595652174	1.609364548
13	1.864	1.718181818	1.791090909
14	1.824	2.081818182	1.952909091
15	1.65	1.690909091	1.670454545

16	1.635714286	1.445454545	1.540584416
17	1.857142857	1.959090909	1.908116883
18	2.125	2	2.0625
19	1.732142857	1.668181818	1.700162338
20	1.992857143	1.745454545	1.869155844
21	1.982142857	1.672727273	1.827435065
22	1.939285714	1.668181818	1.803733766
23	1.792	2.136363636	1.964181818
24	1.757142857	1.345454545	1.551298701
25	1.882142857	1.795454545	1.838798701
26	1.684	1.877272727	1.780636364
27	1.924	2.009090909	1.966545455
28	2.160714286	1.990909091	2.075811688
29	1.5	1.545454545	1.522727273
30	1.564	1.586363636	1.575181818
31	1.716	2.090909091	1.903454545
32	2.065384615	1.752173913	1.908779264
33	1.756	2.127272727	1.941636364
34	1.852	1.959090909	1.905545455
35	1.853571429	1.927272727	1.890422078
36	1.724	1.695454545	1.709727273
37	1.564	1.586363636	1.575181818
38	1.96	2.122727273	2.041363636
39	1.6	1.890909091	1.745454545
40	1.816	1.886363636	1.851181818

41	1.588	1.722727273	1.655363636
42	1.860714286	1.772727273	1.816720779
43	1.839285714	1.654545455	1.746915584
44	1.852	1.813636364	1.832818182
45	2.04516129	1.826666667	1.935913978
46	1.968	1.936363636	1.952181818
47	1.792	1.836363636	1.814181818
48	1.628	1.672727273	1.650363636
49	1.744	1.772727273	1.758363636
50	2.056	2.2	2.128
51	1.688461538	1.647826087	1.668143813
52	1.968	1.936363636	1.952181818
53	1.768	1.754545455	1.761272727
54	1.78	1.640909091	1.710454545
55	1.971428571	1.818181818	1.894805195
56	1.672	1.809090909	1.740545455
57	1.672	1.631818182	1.651909091
58	1.764	1.85	1.807
59	2.036	2.145454545	2.090727273
60	1.576923077	1.76	1.668461538
61	1.844	1.659090909	1.751545455
62	1.692307692	1.682608696	1.687458194
63	1.804	1.981818182	1.892909091
64	1.930769231	1.647826087	1.789297659
65	1.928571429	2.072727273	2.000649351

66	2.023076923	1.852173913	1.937625418
67	1.946428571	1.854545455	1.900487013
68	1.984	2.240909091	2.112454545
69	2.076	2.009090909	2.042545455
70	1.838461538	1.747826087	1.793143813
71	2.206451613	1.883333333	2.044892473
72	1.957692308	1.726086957	1.841889632
73	1.672	1.690909091	1.681454545
74	1.812	1.745454545	1.778727273
75	2.196774194	2.026666667	2.11172043
76	1.792	2.136363636	1.964181818
77	2.129032258	2.083333333	2.106182796
78	2.171428571	1.895454545	2.033441558
79	2.160714286	1.990909091	2.075811688
80	1.761538462	1.995	1.878269231
81	1.6	1.8	1.7
82	1.653571429	1.868181818	1.760876623
83	1.861538462	1.756521739	1.8090301
84	2.125	2.109090909	2.117045455
85	1.926923077	1.791304348	1.859113712
86	1.9	1.93	1.915
87	2.029032258	2.013333333	2.021182796
88	1.861538462	2.045	1.953269231
89	2.25483871	1.963333333	2.109086022
90	2.090322581	1.813333333	1.951827957

91	1.8	1.87	1.835
92	1.893548387	1.716666667	1.805107527
93	1.925	1.890909091	1.907954545
94	2.128571429	1.918181818	2.023376623
95	1.728571429	1.790909091	1.75974026
96	1.884615385	1.873913043	1.879264214
97	1.764516129	1.716666667	1.740591398
98	2.012903226	2.003333333	2.00811828
99	1.642307692	1.613043478	1.627675585
100	1.730769231	2.005	1.867884615
101	1.626923077	1.93	1.778461538
102	1.561538462	1.77	1.665769231
103	1.553846154	1.635	1.594423077
104	1.765384615	1.782608696	1.773996656
105	1.982142857	1.772727273	1.877435065
106	1.634615385	1.9	1.767307692
107	1.719230769	1.95	1.834615385
108	1.883870968	1.74	1.811935484
109	1.935714286	1.631818182	1.783766234
110	1.951612903	1.82	1.885806452
111	1.903225806	1.86	1.881612903
112	2.209677419	2.146666667	2.178172043
113	1.607692308	1.84	1.723846154
114	1.977419355	1.85	1.913709677
115	1.85	2.025	1.9375

116	1.780769231	1.945	1.862884615
117	2.010714286	1.840909091	1.925811688
118	2.012903226	1.64	1.826451613
119	1.990322581	1.703333333	1.846827957
120	2.135483871	1.926666667	2.031075269
121	1.792307692	1.935	1.863653846
122	1.822580645	1.73	1.776290323
123	1.764516129	1.643333333	1.703924731
124	1.565384615	1.71	1.637692308
125	1.85	1.781818182	1.815909091
126	1.767741935	1.84	1.803870968
127	1.878571429	1.645454545	1.762012987
128	1.896428571	1.822727273	1.859577922
129	1.710714286	1.709090909	1.709902597
130	1.916129032	2.036666667	1.976397849
131	1.8	1.922727273	1.861363636
132	2.183870968	1.976666667	2.080268817
133	1.987096774	1.956666667	1.97188172
134	1.95	1.609090909	1.779545455
135	1.746153846	1.93	1.838076923
136	1.669230769	1.965	1.817115385
137	1.438461538	1.515	1.476730769
138	1.726923077	1.905	1.815961538
139	1.929032258	1.903333333	1.916182796
140	1.465384615	1.845	1.655192308

141	2.035483871	1.963333333	1.999408602
142	2.190322581	2.106666667	2.148494624
143	1.916129032	1.813333333	1.864731183
144	2.05483871	1.846666667	1.950752688
145	2.090322581	1.813333333	1.951827957
146	2.107142857	4.827272727	3.467207792
147	2.007142857	1.868181818	1.937662338
148	2.125	2	2.0625
149	1.823076923	1.84	1.831538462
150	2.053846154	1.82173913	1.937792642
151	1.703846154	1.765	1.734423077
152	1.815384615	2.05	1.932692308
153	1.916129032	1.94	1.928064516
154	1.880769231	2.43	2.155384615
155	1.911538462	2.145	2.028269231
156	2.275	2.359090909	2.317045455
157	2.032142857	1.936363636	1.984253247
158	2.065384615	2.013043478	2.039214047
159	2.109677419	2.143333333	2.126505376
160	2.014285714	1.804545455	1.909415584
161	2.085714286	1.813636364	1.949675325
162	1.838461538	1.904347826	1.871404682
163	1.85	1.781818182	1.815909091
164	1.896428571	1.809090909	1.85275974
165	1.853846154	1.765217391	1.809531773

166	1.689285714	1.881818182	1.785551948
167	1.580769231	1.935	1.757884615
168	1.680769231	1.556521739	1.618645485
169	2.185714286	2.236363636	2.211038961
170	1.488461538	1.735	1.611730769
171	1.692307692	1.713043478	1.702675585
172	1.8	1.781818182	1.790909091
173	1.935714286	1.631818182	1.783766234
174	1.719230769	1.95	1.834615385
175	1.607692308	1.84	1.723846154
176	1.85	1.818181818	1.834090909
177	1.753571429	1.595454545	1.674512987
178	1.623076923	1.83	1.726538462
179	1.653846154	1.84	1.746923077
180	2	1.822727273	1.911363636
181	2.121428571	2.145454545	2.133441558
182	1.665384615	1.62173913	1.643561873
183	1.916129032	2.036666667	1.976397849
184	1.723076923	1.626086957	1.67458194
185	2.348387097	2.26	2.304193548
186	1.465384615	1.845	1.655192308
187	2.203846154	1.973913043	2.088879599
188	1.811538462	1.804347826	1.807943144
189	1.767857143	1.754545455	1.761201299
190	1.925	1.75	1.8375

191	1.928571429	1.959090909	1.943831169
192	2.046428571	1.972727273	2.009577922
193	2.103225806	2.103333333	2.10327957
194	2.125806452	1.893333333	2.009569892
195	1.776923077	1.77826087	1.777591973
196	1.983870968	1.953333333	1.968602151
197	2.061290323	1.933333333	1.997311828
198	1.7	1.665217391	1.682608696
199	1.830769231	1.713043478	1.771906355
200	1.665384615	1.62173913	1.643561873
201	2.107142857	2.163636364	2.13538961
202	2.160714286	2.318181818	2.239448052
203	2.061538462	1.813043478	1.93729097
204	1.839285714	1.954545455	1.896915584
205	1.623076923	1.669565217	1.64632107
206	1.796153846	1.869565217	1.832859532
207	1.719230769	1.691304348	1.705267559
208	1.971428571	1.909090909	1.94025974
209	1.982142857	1.818181818	1.900162338
210	1.75	1.522727273	1.636363636
211	1.767857143	1.690909091	1.729383117
212	1.853571429	1.55	1.701785714
213	2.021428571	1.809090909	1.91525974
214	1.7	1.695652174	1.697826087
215	1.592307692	1.495652174	1.543979933

216	1.753571429	1.7	1.726785714
217	1.623076923	1.595652174	1.609364548
218	1.969230769	1.939130435	1.954180602
219	1.992857143	1.65	1.821428571
220	1.685714286	1.695454545	1.690584416

LEGEND:

Excellent – (1.0 – 1.2)
Very Good – (1.3 – 1.5)
Good – (1.6 – 2.5)
Fair – (2.6 – 3.0)
Failure – (3.1 – 5.0)

APPENDIX C-3

CORRELATION BETWEEN THE SEL-ESTEEM SCORE AND ACADEMIC
PERFORMANCE

RN	AWM	GWA
1	0	2.095752688
2	1.8	2.038709677
3	2	1.858064516
4	0.8	2.090322581
5	2.3	1.896774194
6	2.2	1.726545455
7	1.5	1.650363636
8	1.9	1.862636364
9	1.9	2.027363636
10	1.8	1.785363636
11	1.7	1.653545455
12	1.8	1.609364548
13	2.2	1.791090909
14	1.5	1.952909091
15	1.7	1.670454545
16	1.9	1.540584416
17	1.8	1.908116883
18	0.7	2.0625
19	1.4	1.700162338
20	2.2	1.869155844
21	1.4	1.827435065
22	1.4	1.803733766
23	1.5	1.964181818
24	2.1	1.551298701

25	1.8	1.838798701
26	2.3	1.780636364
27	1.8	1.966545455
28	1.7	2.075811688
29	1.7	1.522727273
30	2.2	1.575181818
31	1.8	1.903454545
32	1.6	1.908779264
33	1.7	1.941636364
34	1.5	1.905545455
35	2.1	1.890422078
36	1.6	1.709727273
37	2.3	1.575181818
38	1.2	2.041363636
39	1.9	1.745454545
40	1.7	1.851181818
41	1.8	1.655363636
42	1.9	1.816720779
43	2.4	1.746915584
44	0.9	1.832818182
45	2.2	1.935913978
46	1.5	1.952181818
47	1.6	1.814181818
48	1.5	1.650363636
49	1.8	1.758363636

50	1.5	2.128
51	1.8	1.668143813
52	1.2	1.952181818
53	1.7	1.761272727
54	1.7	1.710454545
55	1.7	1.894805195
56	1.4	1.740545455
57	1.5	1.651909091
58	1.7	1.807
59	2.1	2.090727273
60	2	1.668461538
61	1.7	1.751545455
62	2.1	1.687458194
63	1.9	1.892909091
64	2.1	1.789297659
65	2	2.000649351
66	1.5	1.937625418
67	1.8	1.900487013
68	1.9	2.112454545
69	1.8	2.042545455
70	1.7	1.793143813
71	1.9	2.044892473
72	1.7	1.841889632
73	2	1.681454545
74	1.8	1.778727273

75	2.1	2.11172043
76	3	1.964181818
77	1.8	2.106182796
78	1.7	2.033441558
79	1.9	2.075811688
80	1.7	1.878269231
81	1.6	1.7
82	2	1.760876623
83	1.6	1.8090301
84	1.6	2.117045455
85	1.8	1.859113712
86	1.9	1.915
87	1.6	2.021182796
88	1.5	1.953269231
89	2	2.109086022
90	2.3	1.951827957
91	2.1	1.835
92	1.7	1.805107527
93	1.7	1.907954545
94	1.8	2.023376623
95	2	1.75974026
96	1.8	1.879264214
97	1.8	1.740591398
98	1.7	2.00811828
99	2.1	1.627675585

100	1.7	1.867884615
101	2	1.778461538
102	1.7	1.665769231
103	1.4	1.594423077
104	1.5	1.773996656
105	1.7	1.877435065
106	1.1	1.767307692
107	1.8	1.834615385
108	1.5	1.811935484
109	1.5	1.783766234
110	1.8	1.885806452
111	1.7	1.881612903
112	2.3	2.178172043
113	1.9	1.723846154
114	2.2	1.913709677
115	1.8	1.9375
116	1.4	1.862884615
117	2.2	1.925811688
118	1.6	1.826451613
119	1.9	1.846827957
120	2.1	2.031075269
121	2	1.863653846
122	2.1	1.776290323
123	2	1.703924731
124	1.9	1.637692308

125	1.9	1.815909091
126	2.2	1.803870968
127	2.1	1.762012987
128	2.6	1.859577922
129	1.4	1.709902597
130	1.8	1.976397849
131	2	1.861363636
132	2	2.080268817
133	1.7	1.97188172
134	1.9	1.779545455
135	1.6	1.838076923
136	2	1.817115385
137	1.9	1.476730769
138	1.8	1.815961538
139	1.7	1.916182796
140	2.1	1.655192308
141	1.7	1.999408602
142	1.6	2.148494624
143	1.8	1.864731183
144	2.4	1.950752688
145	1.6	1.951827957
146	1.7	3.467207792
147	1.8	1.937662338
148	1.6	2.0625
149	2.2	1.831538462

150	2.2	1.937792642
151	1.6	1.734423077
152	1.9	1.932692308
153	1.7	1.928064516
154	1.7	2.155384615
155	1.7	2.028269231
156	1.5	2.317045455
157	2	1.984253247
158	1.7	2.039214047
159	2	2.126505376
160	1.6	1.909415584
161	2	1.949675325
162	1.3	1.871404682
163	1.2	1.815909091
164	1.7	1.85275974
165	2	1.809531773
166	1.7	1.785551948
167	2.3	1.757884615
168	2	1.618645485
169	1.3	2.211038961
170	1.9	1.611730769
171	2.1	1.702675585
172	1.4	1.790909091
173	1.9	1.783766234
174	1.8	1.834615385

175	2	1.723846154
176	1.5	1.834090909
177	2	1.674512987
178	2.3	1.726538462
179	1.9	1.746923077
180	1.6	1.911363636
181	2.1	2.133441558
182	1.6	1.643561873
183	1.8	1.976397849
184	1.6	1.67458194
185	1.7	2.304193548
186	1.9	1.655192308
187	2.1	2.088879599
188	1.8	1.807943144
189	2.2	1.761201299
190	1.2	1.8375
191	1.6	1.943831169
192	2	2.009577922
193	2	2.10327957
194	2.3	2.009569892
195	1.7	1.777591973
196	2	1.968602151
197	2.2	1.997311828
198	1.7	1.682608696
199	2	1.771906355

200	2.3	1.643561873
201	2.2	2.13538961
202	1.6	2.239448052
203	1.6	1.93729097
204	2	1.896915584
205	1.7	1.64632107
206	1.8	1.832859532
207	1.6	1.705267559
208	2.1	1.94025974
209	2	1.900162338
210	2.2	1.636363636
211	2.1	1.729383117
212	1.8	1.701785714
213	1.7	1.91525974
214	1.6	1.697826087
215	1.5	1.543979933
216	1.3	1.726785714
217	1.7	1.609364548
218	1.8	1.954180602
219	1.6	1.821428571
220	2	1.690584416

Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.081	220	.001	.840	220	.000
	.094	220	.000	.970	220	.000

a. Lilliefors Significance Correction

Correlation

Correlations

			VAR00001	VAR00002
Spearman's rho	VAR00001	Correlation Coefficient	1.000	-.034
		Sig. (2-tailed)	.	.618
		N	220	220
	VAR00002	Correlation Coefficient	-.034	1.000
		Sig. (2-tailed)	.618	.
		N	220	220

APPENDIX D

Application for Thesis Defense

Republic of the Philippines
Bohol Island State University – Bilar Campus
Zamora, Bilar, Bohol

APPLICATION LETTER

NAME: REBOSURA, FATIMA CARMELA D.

           GANZON, JENELITA S.

           QUEZON, SARAH D.

           TUBIO, MARY ANN P.

COURSE: Bachelor of Science in Office Administration

THESIS TITLE: SELF-ESTEEM AND ACADEMIC PERFORMANCE
           OF THE 3RD YEAR CTAS STUDENTS A.Y. 2018-2019

DEFENSE DATE: April 28, 2022
TIME: 8:30am
PLACE: Multimedia Center

RECOMMENDING APPROVAL:

ARLEN B. GUDMALIN, Ph.D.   **DONNA RUTH P. TALO, MSc.**

Thesis Coordinator   **Statistician**

WENDELL B. DORIA, MSBA

Thesis Adviser

Approved by:

ARLEN B. GUDMALIN, Ph.D.

Dean, College of Technology and Allied Sciences

CURRICULUM VITAE

I.   PERSONAL INFORMATION

Name	:	**JENELITA S. GANZON**
Address	:	Ewon, Sevilla, Bohol
Birthdate	:	August 21, 1998
Birthplace	:	Ewon, Sevilla, Bohol
Civil Status	:	Single
Parents	:	Mr. Nerio P. Ganzon
		Mrs. Juanita S. Ganzon

II.   EDUCATIONAL ATTAINMENT

Elementary	:	Quinogitan Elementary School
		Quinogitan, Loboc, Bohol
		2011-2012
Secondary	:	Loboc National High School
		Bahi-an, Loboc, Bohol
		2017-2018
Collegiate	:	Bohol Island State University
		Zamora, Bilar, Bohol
		2022-Present

"Dreams don't work unless you do"

PERSONAL DATA

I. **PERSONAL INFORMATION**

Name	:	**SARAH D. QUEZON**
Address	:	Ponong, Alburquerque, Bohol
Birthdate	:	March 31, 1998
Birthplace	:	Cagayan De Oro, City
Civil Status	:	Single
Parents	:	Mr. Glicerio D. Quezon
		Mrs. Rhona D. Quezon

II. **EDUCATIONAL ATTAINMENT**

Elementary	:	Alburquerque Central Elementary School
		East Poblacion, Alburquerque, Bohol
		2011-2012
Secondary	:	San Roque National High School
		East Poblacion, Alburquerque, Bohol
		2017-2018
Collegiate	:	Bohol Island State University
		Zamora, Bilar, Bohol
		2022-Present

"The best way to predict your future, is to create it"

PERSONAL DATA

I. PERSONAL INFORMATION

Name   : **FATIMA CARMELA D. REBOSURA**

Address   : Cantigdas, Batuan, Bohol

Birthdate   : May 13, 2000

Birthplace   : Quirino, Batuan, Bohol

Civil Status   : Single

Parents   : Mr. Carmilito R. Rebosura Sr.

          Mrs. Petra D. Rebosura

II. EDUCATIONAL ATTAINMENT

Elementary   : Batuan Elementary School

          Poblacion Sur, Batuan, Bohol

          2011-2012

Secondary   : Batuan National High School

          Poblacion Vieja, Batuan, Bohol

          2017-2018

Collegiate   : Bohol Island State University

          Zamora, Bilar, Bohol

          2022-Present

"Nothing is a waste of time if you learned something"

PERSONAL DATA

I.   PERSONAL INFORMATION

Name	:	**MARY ANN P. TUBIO**
Address	:	Tabalong, Dauis, Bohol
Birthdate	:	February 26, 2000
Birthplace	:	Tabalong, Dauis, Bohol
Civil Status	:	Single
Parents	:	Mr. Antonio L. Tubio
		Mrs. Myrna P. Tubio

II.   EDUCATIONAL ATTAINMENT

Elementary	:	Tabalong Elementary School
		Tabalong, Dauis, Bohol
		2011-2012
Secondary	:	Tabalong National High School
		Tabalong, Dauis, Bohol
		2017-2018
Collegiate	:	Bohol Island State University
		Zamora, Bilar, Bohol
		2022-Present

"You have to go through a storm to get a rainbow at the end"