The Role of Demographic Profile in Shaping Self-Esteem of Junior High School Students in Araling Panlipunan

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Abstract— This study aimed to examine the demographic profile and level of self-esteem in Araling Panlipunan among Junior High School students in the Sulangon District, Schools Division of Dapitan City, during the School Year 2023–2024. A descriptive survey research design was employed with a total of 220 respondents. Data were analyzed using frequency count, percentage, weighted mean, standard deviation, and the Kruskal–Wallis H-Test, with JAMOVI serving as the statistical software. Findings revealed that nearly half of the respondents were female, the majority were aged 13 to 16, they were fairly distributed across grade levels, and most came from families with a monthly income of ₱10,000 and below. The overall level of self-esteem was found to be moderate, and no significant difference was observed when respondents were grouped according to demographic profile. Based on these results, it is recommended that school heads consider the findings in providing technical assistance to teachers aimed at enhancing learners' self-esteem. Likewise, teachers may use this study as a valuable point of reflection to improve instructional delivery and to encourage students to strengthen their self-esteem in Araling Panlipunan.

Keywords— self-esteem, Araling Panlipunan, Dapitan City, Philippines

I. INTRODUCTION

Self-esteem in adolescents is profoundly influenced by their demographic context, including age, gender, and socioeconomic status (SES). A large meta-analysis by Allen and colleagues (2018) found that positive personal characteristics—such as self-esteem—are shaped by demographic factors like gender and academic achievement. Adolescent self-esteem trajectories also vary across race/ethnicity and gender, with Asian American and Hispanic students often reporting lower self-esteem compared to their peers from other backgrounds (Bachman et al., 2011). In the Philippine setting, Suan and Magallanes (2020) found that demographic variables such as age and parental educational attainment affected Junior High School students' self-esteem and sense of belonging.

Moreover, academic engagement and domain-specific performance (like in Araling Panlipunan) play a significant role in adolescents' sense of self-worth. Research conducted among Filipino Grade 7 students

revealed a moderate positive correlation between self-esteem and English oral proficiency, underscoring how academic self-perception bolsters confidence in school subjects (Dadulla, 2023). This relationship aligns with broader evidence linking academic achievement with self-esteem development over adolescence. Given that Araling Panlipunan is designed to foster Filipino identity and civic consciousness in students and that demographic variations in academic achievement including in AP are linked with self-esteem, performance in this subject may impact self-esteem (DepEd K-12 AP curriculum framework, n.d.; Refugio et al., 2019).

Family and social environments also mediate the link between demographics and self-esteem in educational settings. Abalos (2024) documented how emotional states—such as stress or depression—and parent educational background are moderately associated with academic performance, which likely influences adolescent self-esteem indirectly. Social media engagement, another

prevalent factor, has been shown to affect self-esteem among Junior High School students, reflecting the intersection of demographic characteristics (e.g., age, peer exposure) and self-perception. These dynamics suggest that familial, emotional, and social dimensions tied to demographic background shape self-esteem beyond academic influence (Ipong et al., 2023).

Despite these insights, there's a gap in subject-specific research on how demographic profiles influence self-esteem in the context of Araling Panlipunan a subject central to national identity and values formation in the Philippines. While general studies offer clues, none specifically address how demographic variables affect student self-esteem within Araling Panlipunan classrooms. Given that Araling Panlipunan may evoke unique emotional and identity responses, investigating how age, gender, SES, and parental education interact with self-esteem in this subject can inform tailored educational strategies, interventions, and teacher awareness.

II. LITERATURE REVIEW

Self-Esteem

Self-esteem refers to an individual's self-image or sense of self-worth, representing the judgments people make about their own value and the feelings associated with those judgments. High self-esteem reflects a realistic evaluation of one's characteristics and competencies, coupled with an attitude of self-acceptance and self-respect (Nagar & Nagar, 2019). The concept of self-esteem is widely discussed both in everyday language and in psychological research. According to Noronha, Monteiro, and Pinto (2018), the foundation of self-esteem rests on six core practices: living consciously, self-acceptance, self-responsibility, self-assertiveness, purposeful living, and personal integrity. Similarly, Baumeister et al. (2017) emphasize that popularity can enhance an individual's self-esteem and reduce stress levels. They further noted that individuals with high self-esteem tend to have richer social lives and are more capable of managing stress compared to those with low self-esteem, such as in the case of police officers studied.

Self-esteem is an individual's subjective emotional judgment of personal worth, encompassing both self-

evaluation and one's attitude toward the self (Arshad, Zaidi, & Mahmood, 2015). It reflects perceptions of self-respect, confidence, and the positive or negative attitudes individuals hold about themselves. Lovina et al. (2020) describe self-esteem as a global self-assessment barometer that integrates cognitive evaluations of self-worth with the emotional experiences associated with those evaluations. High levels of self-esteem have been linked to interpersonal success, happiness, and the adoption of healthy lifestyles and behaviors. Enjoyment derived from positive self-regard may also assist individuals in coping with stress or trauma, although these relationships are often complex and shaped by various contextual factors. While laboratory studies have not consistently demonstrated a direct connection between self-esteem and job performance, research indicates that individuals with higher self-esteem are more likely to persevere in the face of challenges and stressful circumstances (Naparota et al., 2020).
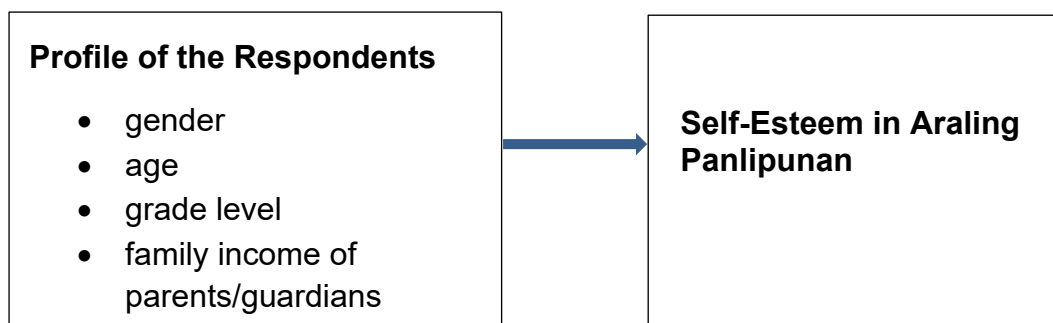
Self-esteem is a subjective construct that does not always capture an individual's intrinsic qualities or how others perceive them (Orth et al., 2018). It represents a personal appraisal shaped by one's thoughts and beliefs, which influence perceptions of self-worth and overall perspective. This appraisal often involves evaluating one's own capabilities and talents (Bautista et al., 2017). In the academic context, self-esteem plays a vital role in determining how students cope with challenges that may affect their school performance. Gbollie and Keamu (2017) emphasize that self-esteem strongly influences students' ability to overcome obstacles and achieve success. Similarly, Ogot (2017) highlights the significant link between self-esteem and academic performance, noting that higher levels of self-esteem are associated with increased confidence and improved academic outcomes.

Conceptual Framework

The conceptual framework of the study is outlined as follows. **Part I** presents the profile of the respondents, categorized according to gender, age, grade level, and family income. **Part II** identifies the independent variable, self-esteem, which is measured through forty-eight (48) items. The figure below illustrates the overall conceptual framework of the study.

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

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┌─────────────────────────────┐          ┌──────────────────────────┐
│  Profile of the Respondents │          │                          │
│                             │ ───────▶ │  Self-Esteem in Araling  │
│      • gender               │          │  Panlipunan              │
│      • age                  │          │                          │
│      • grade level          │          │                          │
│      • family income of     │          │                          │
│        parents/guardians    │          │                          │
└─────────────────────────────┘          └──────────────────────────┘
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Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the demographic profile and how they affect the self-esteem in Araling Panlipunan of the Junior High School students in Sulangon District, Schools Division of Dapitan City during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1 gender;

    1.2 age;

    1.3 grade level;

    1.4 family income of parents/guardians?

2. What is the respondents' perceived level of self-esteem?

3. Is there a significant difference in the respondents' level of self-esteem when analyzed according to profile?

Hypothesis

1. There is no significant difference in the respondents' level of self-esteem when analyzed according to profile.

III.   RESEARCH METHODOLOGY

Method Used

The study employed survey research methods. The survey method was used to gather data on students' self-esteem in *Araling Panlipunan* through a structured questionnaire. According to Creswell and Guetterman (2019), a survey is a research method designed to collect data from a predefined group of respondents to obtain information and insights on various topics of interest. Similarly, Check and Schutt (2012), as cited by Bongcawel (2024), described surveys as a method of collecting information from a sample of individuals through their responses to a series of questions.

Research Environment

The study was conducted during the School Year 2023–2024 at Sulangon National High School, San Pedro Integrated School, and Aliguay Integrated School, all under the Schools Division of Dapitan City, Zamboanga del Norte, Philippines.

Respondents of the Study

The target population of the study consisted of 505 Grade 8, 9, and 10 Junior High School students enrolled in *Araling Panlipunan* in the Sulangon District, Schools Division of Dapitan City, during the School Year 2023–2024. Using the Raosoft sample size calculator, a representative sample of 220 students was determined. The respondents were then selected through simple proportionate sampling by lottery, ensuring fair representation from each grade level.

Research Instrument

The research instrument was a structured questionnaire consisting of a single part. This section measured self-esteem and was adopted from the standardized instrument developed by Tus (2020), which comprised forty-eight (48) items.

Ethical Considerations

Approval to conduct the study was obtained from the Research and Ethics Committee of Andres Bonifacio College, Inc. The principle of respect for persons was observed by securing informed consent from the institution to administer the research questionnaire, which was designed using simple and clear language to ensure that respondents could easily understand the items. In addition, individual informed consent was obtained from each participant prior to data collection. The anonymity of respondents was safeguarded by ensuring that their identities remained undisclosed, while their voluntary participation was respected throughout the study. Confidentiality of all responses was strictly maintained, and

the collected data were used solely for research purposes. At the conclusion of the study, the researcher ensured that essential information was preserved to support potential future research endeavors.

Data Gathering Procedure

A formal letter of request was first prepared by the researcher's adviser and submitted to the Dean's Office of the Graduate School, Andres Bonifacio College, Inc., Dipolog City, to seek approval for the administration of the research instrument. Upon approval, the Dean's endorsement letter, together with the researcher's request, was forwarded to the Schools Division Superintendent of Dapitan City. The endorsed request was then submitted to the Department of Education (DepEd) Research and Ethics Committee for review and clearance. After receiving the Ethics Clearance, the researcher secured permission from the district supervisor and school principals concerned to formally administer the questionnaire to the identified respondents.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered. Weighted Mean. This is used to quantify the respondents" ratings on the self-esteem. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in self-esteem.

Frequency Counting and Percent. They are used to determine the profile of the respondents in terms of gender, age, grade level, and family income.

Weighted Mean. This is used to quantify the respondents" ratings on the self-esteem. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in self-esteem.

Self-Esteem

Scale	Range of Values Description		Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents" scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 1991; Refugio et al., 2019).

Kruskal-Wallis H-Test. This is used to test the difference in self-esteem when respondents are grouped in terms of gender, age, grade level, and family income.

IV. RESULTS

Profile of the Respondents

Table 1: Profile of the Respondents in Terms of Gender

Gender	Frequency	Percent
Male	84	38.18
Female	103	46.82
LGBTQ+	33	15.00
Total	**220**	**100.00**

Table 1 presents the profile of the respondents according to gender. The results show that 46.82% of the respondents identified as female, 38.18% as male, and 15% as LGBTQ+. This indicates that nearly half of the Grade 8 to 10 learners in the Sulangon District, Schools Division of Dapitan City, are female. This finding is consistent with the

study of Dajuela et al. (2024), which likewise reported that the majority of respondents were female.

Table 2: Profile of the Respondents in Terms of Age

Age	Frequency	Percent
12 years old & below	1	0.46
13-16 years old	212	96.36
17 years old & above	7	3.18
Total	**220**	**100.00**

Table 2 presents the profile of the respondents in terms of age. The results reveal that the majority (96.36%) of the respondents were between 13 and 16 years old, while 3.18% were 17 years old and above, and only 0.46% were

12 years old and below. This distribution can be attributed to the Kindergarten Education Act and the K to 12 Basic Education Program, which require Filipino children to begin kindergarten at the age of five. Consequently, learners are typically 13 to 16 years old when they reach Grades 8 to 10. This finding is consistent with the study of Dajuela et al. (2024), which reported that most respondents were between 14 and 16 years old (73.0%), while those aged 17 and above comprised the least represented group (1.7%).

Table 3: Profile of the Respondents in Terms of Grade Level

Grade Level	Frequency	Percent
Grade 8	66	30.00
Grade 9	71	32.27
Grade 10	83	37.73
Total	**220**	**100.00**

Table 3 presents the profile of the respondents in terms of grade level. The results show that 37.73% of the respondents were in Grade 10, 32.27% in Grade 9, and 30% in Grade 8. This indicates that the respondents were almost equally distributed across the three grade levels, which may be attributed to the use of stratified or proportional sampling in selecting participants. This finding is consistent with the study of Dajuela et al. (2024), which likewise reported that the majority of respondents were in Grade 10 (34.1%).

Table 4: Profile of the Respondents in Terms of Family Income

Family Income	Frequency	Percent
5,000 & below	79	35.91
5,001-10,000	50	22.73
10,001-15,000	29	13.18
15,001-20,000	26	11.82
20,001 & above	36	16.36
Total	**220**	**100.00**

Table 4 presents the profile of the respondents in terms of family income. The results indicate that 35.91% of the respondents reported a family income of ₱5,000 and below, 22.73% earned between ₱5,001–₱10,000, 13.18% between ₱10,001–₱15,000, 11.82% between ₱15,001–₱20,000, and 16.36% reported ₱20,001 and above. These findings suggest that the majority (58.64%) of the respondents' families earn ₱10,000 and below, reflecting a predominantly low-income background. This result contrasts with the study of Casas (2023), which found that most Grade 12 students in Maguikay National High School belonged to low-income, but not poor, households with monthly earnings ranging from ₱9,000 to ₱19,000.

Level of Self-Esteem

Table 5: Respondents' Perceived Level of Self-Esteem

Self-Esteem	AWV	SD	Description	Interpretation
1. I spend a lot of time daydreaming.	3.41	1.18	Agree	High
2. I am pretty sure of myself.	3.20	1.20	Neutral	Moderate
3. I often wish I were someone else.	3.34	1.28	Neutral	Moderate
4. I am easy to like.	2.97	1.08	Neutral	Moderate
5. My parents and I have a lot of fun together.	3.65	1.19	Agree	High
6. I find it very hard to talk in front of the class.	3.27	1.11	Neutral	Moderate
7. I wish I were younger.	3.32	1.21	Neutral	Moderate
8. There are a lot of things about myself that I would change if I could.	3.95	1.16	Agree	High
9. I can make up my mind without too much trouble.	3.34	1.06	Neutral	Moderate
10. I get upset easily at home.	3.22	1.19	Neutral	Moderate
11. I am proud of my schoolwork.	3.74	1.15	Agree	High
12. Someone always has to tell me what to do.	3.21	1.10	Neutral	Moderate
13. It takes me a long time to get used to anything new.	3.10	1.00	Neutral	Moderate
14. I am often sorry for the things I do.	3.89	1.07	Agree	High
15. I am popular with children of my age.	2.90	1.11	Neutral	Moderate

16. My parents usually consider my feelings.	3.38	1.25	Neutral	Moderate
17. I am doing the best work I can.	4.10	1.05	Agree	High
18. I give in very easily.	3.09	1.08	Neutral	Moderate
19. I can usually take care of myself.	3.95	1.12	Agree	High
20. I am pretty happy.	3.66	1.25	Agree	High
21. I would rather play with children younger than me.	3.34	1.24	Neutral	Moderate
22. My parents expect too much of me.	3.73	1.10	Agree	High
23. I like to be called on in class.	3.04	1.14	Neutral	Moderate
24. I understand myself.	3.84	1.23	Agree	High
25. It is pretty tough to be me.	3.59	1.13	Agree	High
26. Things are all mixed up in my life.	3.42	1.14	Agree	High
27. Children usually follow my ideas.	3.21	1.06	Neutral	Moderate
28. No one pays much attention to me at home.	2.80	1.30	Neutral	Moderate
29. I am not doing as well in school as I would like to.	3.02	1.10	Neutral	Moderate
30. I can make up my mind and stick to it.	3.10	1.03	Neutral	Moderate
31. I do not like being a boy (girl).	2.35	1.42	Disagree	Low
32. I have a low opinion of myself.	3.15	1.22	Neutral	Moderate
33. I do not like to be with other people.	2.60	1.24	Disagree	Low
34. There are many times when I would like to leave home.	2.94	1.31	Neutral	Moderate
35. I am not as nice-looking as most people.	3.39	1.32	Neutral	Moderate
36. If I have something to say, I usually say it.	3.11	1.18	Neutral	Moderate
37. Children pick on me very often.	2.85	1.11	Neutral	Moderate
38. My parents understand me.	3.68	1.33	Agree	High
39. My teacher makes me feel I am not good enough.	2.57	1.30	Disagree	Low
40. I do not care what happens to me.	2.52	1.30	Disagree	Low
41. I am a failure.	2.76	1.35	Neutral	Moderate
42. I get upset easily when I am scolded.	3.08	1.21	Neutral	Moderate
43. Most people are better liked than I am.	3.44	1.16	Agree	High
44. I usually feel as if my parents are pushing me.	2.98	1.30	Neutral	Moderate
45. I often get discouraged in school.	2.90	1.18	Neutral	Moderate
46. Things usually do not bother me.	2.91	1.08	Neutral	Moderate
47. I cannot be depended on.	2.86	1.10	Neutral	Moderate
48. I like most things about myself.	3.79	1.26	Agree	High
Overall	**3.24**	**0.82**	**Neutral**	**Moderate**

Table 5 presents the respondents' perceived level of self-esteem. Results reveal that respondents generally agree with positive self-perceptions, such as enjoying interactions with their parents, being proud of their schoolwork, and liking most things about themselves. They also admit to certain self-critical or mixed feelings, such as wishing to change aspects of themselves and perceiving that other are better liked. Respondents expressed neutral attitudes toward many statements, including confidence, social acceptance, academic satisfaction, and emotional stability, indicating ambivalence or inconsistency in their self-view. Moreover, respondents disagreed with more negative statements, such as disliking their gender, feeling socially withdrawn, or

being devalued by teachers, indicating some level of self-acceptance and resilience.

Overall, the findings suggest that respondents possess a moderate level of self-esteem. While they exhibit certain positive self-beliefs and resist some negative self-concepts, the prevalence of neutral responses to many key self-esteem indicators suggests uncertainty or vulnerability in their self-perception.

The moderate self-esteem level observed implies that respondents still require ongoing support and guidance from both parents and teachers to reinforce positive self-concepts and address self-doubt or emotional instability. Interventions aimed at enhancing self-worth, social competence, and emotional regulation could help elevate their self-esteem toward a higher level.

This result contrasts with Tus (2020)**,** who reported that most students generally demonstrated a relatively high level of self-esteem. Tus emphasized that students with high self-esteem tend to be more confident, socially adjusted, and academically motivated. The disparity suggests that contextual or demographic factors such as socioeconomic status, grade level, or family background might account for the lower self-esteem observed in the current study, highlighting the importance of tailored self-esteem enhancement programs in diverse educational settings.

Test of Difference in the Perceived Level of Respondents' Self-Esteem

Profile	H-Value	p-value	Interpretation
Gender	1.895	0.388	Not Significant
Age	1.353	0.508	Not Significant
Grade Level	3.417	0.181	Not Significant
Family Income	2.773	0.597	Not Significant

Table 10 shows that the Kruskal-Wallis H Test yielded p-values greater than 0.05, indicating that there is no significant difference in the respondents' perceived level of self-esteem when grouped according to gender, age, grade level, and family income. The null hypothesis is not rejected, which means that demographic profile variables such as gender, age, grade level, and family income do not significantly affect the self-esteem of the respondents. This finding implies that self-esteem among the respondents is relatively stable and not strongly shaped by their demographic characteristics. Consequently, interventions to enhance self-esteem should focus more on psychosocial and educational support systems rather than demographic factors. The present result is consistent with the findings of

Ahmat et al. (2018), who reported no significant differences in self-esteem when compared across gender, age, and grade level. Similarly, Orth and Robins (2022) confirmed that parental or household income does not significantly influence students' self-esteem.

V.   CONCLUSION

The study concludes that almost half of the respondents were females, most were aged 13–16, fairly distributed across grade levels, and the majority came from families with an income of ₱10,000 and below. Overall, respondents demonstrated a moderate level of self-esteem in Araling Panlipunan, indicating both positive self-perceptions and areas of vulnerability. Furthermore, statistical analysis revealed no significant differences in self-esteem Araling Panlipunan when grouped by gender, age, grade level, or family income, suggesting that demographic factors do not substantially influence the respondents' self-esteem in Araling Panlipunan.

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