The Role of Self-Esteem and Social Support on Emotional Behavioral Problems Among Grade 12 Students

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ABSTRACT

The study investigated how self-esteem and social support influence emotional behavioral problems in Grade 12 students, involving 212 participants in a quantitative-correlational design. Results indicated generally high levels of self-esteem and social support, especially in domains such as social acceptance, school satisfaction, and self-assessment for self-esteem, as well as support from various sources including parents, relatives, adults, siblings, and peers. Emotional behavioral problems were largely low, encompassing factors like anxiousness, academic issues, aggression, social withdrawal, feelings of rejection, and psychosomatic problems. Surprisingly, no significant correlation was found between self-esteem and emotional behavioral problems with the influence of 1.9%, but a notable link existed with social support with the influence of 16.4%, highlighting its importance in fostering a positive environment. Limitations include potential biases in self-report measures, limited generalizability, and the absence of qualitative data. Future research should delve into underlying factors and develop interventions to enhance social support systems in educational settings for better mental health outcomes among students.

INTRODUCTION

Research indicates that emotional and behavioral problems in children and adolescents have shown evolving patterns over time, prompting continuous investigation, with studies conducted both in the United States and internationally to understand these secular trends (Mason, 2022). Also, this study examined critical incidents involving disruptive behaviors, aggression towards peers, and perceived unusual behaviors among students with emotional and behavioral problems in inclusive German secondary schools, notably highlighting a category where students received special examination conditions and lenient disciplinary treatment, causing perceptions of unfair advantage and negatively affecting class dynamics, with parental non-disclosure of their children's disorders being a significant contributing factor (Weiss, 2020). Among 1,993 students aged 9-13 in the Basque Country, Spain, nearly half being female, the results indicate that students with elevated levels of bullying/cyberbullying involvement experience heightened stress and emotional behavioral problems, particularly internalizing and externalizing issues, with victims also seeking psychological counseling more frequently in the past year, emphasizing the emotional toll of bullying (Garaigordobil & Machimbarrena2019).

Previous studies in the Philippines have primarily concentrated on university students' traits, gender-based support distinctions, personality-social support links in mental well-being, and the recognition that burnout

in students entails substantial cognitive and emotional stress, exacerbated by prolonged physical exertion, underscoring the need to address self-esteem for holistic student well-being (Rufino et al., 2022). In Metro Manila, college students' emotional well-being is affected by factors like insufficient family or university support, strained relationships with relatives, social isolation, and minority group membership, but it was observed that greater support is linked to lower depression, anxiety, and stress levels, emphasizing the vital role of social support in alleviating emotional and behavioral issues in students, where self-esteem can act as a foundation for building resilience and seeking support (Serrano et al., 2023). Additionally, self-esteem is crucial for students as it underpins their confidence, resilience, and overall mental well-being, influencing their ability to navigate challenges and maintain a positive self-image (Haw et al., 2022).

Some study in the Philippines states that self-esteem plays a critical role in students' emotional behavioral problems, as low self-esteem can contribute to issues like depression, anxiety, and social difficulties, while high self-esteem can enhance resilience and well-being (Mamun et al., 2020). Also, evaluating the influence of self-esteem on academic engagement offers concrete proof for promoting strategies that foster optimal motivation, thereby enhancing academic achievement, given that self-esteem, which reflects a student's self-worth and competence, is intricately connected to grades through psychological factors, emotions, and motivation, highlighting its relevance in addressing emotional behavioral issues among students (Gonzaga, 2023). Hence, in addressing low self-esteem in students, establishing a supportive classroom environment that encourages student-teacher interaction is essential, as it provides a platform for students to cultivate positive connections and boost their self-esteem, consequently fostering a conducive setting for both academic progress and emotional stability (Mateo et al., 2022).

Research Objectives

1. To determine the level of self-esteem among Grade 12 students in terms of:

1.1 social acceptance;
1.2 school satisfaction; and
1.3 self-assessment.

2. To determine the level of social support among Grade 12 students in terms of:

2.1 parent;
2.2 relative;
2.3 adult;
2.4 sibling; and
2.5 peer.

3. To determine the level of emotional-behavioral problems among Grade 12 students in terms of:

3.1 anxiousness;
3.2 academic problems;
3.3 aggression;
3.4 social withdrawal;
3.5 feelings of rejection; and
3.6 psychosomatic problems.

4. To determine the significant relationship between self-esteem and emotional-behavioral problems among Grade 12 students

5. To determine the significant relationship between social support and emotional-behavioral problems among Grade 12 students

6. To determine which of the domains in self-esteem influences Grade 12 students' emotional-behavioral problems.

7. To determine which of the domains in social support influences Grade 12 students' emotional-behavioral problems.

METHODOLOGY

This research employed a quantitative non-experimental design, employing descriptive correlational methods to investigate the potential link between two variables and evaluate the nature and strength of any identified relationship. The descriptive correlation approach was considered appropriate for portraying the state of a situation during the study and examining the reasons behind a specific phenomenon. In this design, researchers explore connections between variables without actively controlling or manipulating them. Correlation reveals the degree of closeness and the direction of the relationship between two or more variables (Bhandari, 2021).Correlational research is acknowledged as a highly effective quantitative method that entails examining various quantitative variables gathered from a single group of participants (Taherdoost, 2022).

The survey concentrated on gathering quantitative data regarding the mentioned phenomenon. This involved utilizing a meticulously designed questionnaire tailored for the specific respondents to answer the inquiries. The data collection process was conducted through the use of a questionnaire. The focus of the study was to determine the role of self-esteem and social support of Grade 12 students' emotional-behavioral problem among the Senior High School in Lorenzo S. Sarmiento Sr. National High School in the municipality of Mawab, Davao De Oro.

Population and Sample

Simple random sampling was used in the selection of respondents. The subjects of the study were the 468 Grade 12 students of Lorenzo S. Sarmiento Sr. National High School. Moreover, the study employed stratified random sampling which enabled the researchers to obtain a sample population that best represents the entire population being studied, making sure that each subgroup of interest was represented. The Grade 12 students were randomly selected among the Grade 12 sections of Lorenzo S. Sarmiento Sr. National High School.

According to Memon et al. (2020), a sample size of 150-300 respondents was considered medium. In the case of Grade 12 students, out of a total population of 468 individuals, a random sample of 212 respondents was selected. The sample size was computed using the Raosoft sample size calculator (Raosoft, 2004).

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of self-esteem and social support on emotional-behavioral problems of Grade 12 students in Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao De Oro.

Pearson (r). This statistical tool was employed to determine the significance on the relationship between the self-esteem, social support on emotional-behavioral problems of Grade 12 students in Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao De Oro.

Multiple regression analysis. This statistical tool was used to determine the influence of self-esteem, social support on emotional -behavioral problem of Grade 12 students in Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao De Oro.

RESULTS

Level of Self-Esteem

Shown in Table 2 are the mean scores for the indicators of self-esteem among Grade 12 Students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.92 and described as high with a standard deviation of 0.79. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondents' responses to the level of self-esteem are evident in terms of Social Acceptance, School Satisfaction, Self-assessment.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.03 or high for Self-assessment with standard deviation of 0.82; 3.89 or high for social acceptance with standard deviation of 0.78; and 3.84 or high for school satisfaction with standard deviation of 0.77.

Table 2. Level of Self-Esteem

Indicators	Mean	SD	Descriptive Equivalent
Social acceptance	3.89	0.78	High
School satisfaction	3.84	0.77	High
Self-assessment	4.03	0.82	High
Overall	3.92	0.79	High

Level of Social Support

Shown in Table 3 are the mean scores for the indicators of Social Support among Grade 12 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.83 and described as high with a standard deviation of 0.86. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of Social Support are evident in terms of Parent, Relative, Adult, Sibling, and Peer.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.15 or high for Parent with standard deviation of 0.85; 3.85 or high for Sibling with standard deviation of 0.94; 3.83 or high for Adult with standard deviation of 0.78; 3.74 or high for Peer with standard deviation of 0.86; and 3.59 or high for Relative with standard deviation of 0.87.

Table 3. Level of Social Support

Indicators	Mean	SD	Descriptive Equivalent
Parent	4.15	0.85	High
Relative	3.59	0.88	High
Adult	3.83	0.78	High

Sibling	3.85	0.94	High
Peer	3.74	0.86	High
Overall	3.83	0.86	High

Level of Emotional-Behavioral Problems

Shown in Table 4 are the mean scores for the indicators of emotional-behavioral problem among Grade 12 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 2.53 and described as low with a standard deviation of 0.62. The low level could be attributed to the low rating given by the respondents in all indicators. This entails that the respondent's responses to the level of emotional-behavioral problems are less evident in terms of anxiousness, academic problems, aggression, social withdrawal, feelings of rejection, and psychosomatic.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 2.66 or low for anxiousness with standard deviation of 0.66; 2.57 or low for academic problems with standard deviation of 0.64; 2.56 or low for social withdrawal with standard deviation of 0.58; 2.52 or low for psychosomatic problem with standard deviation of 0.60; 2.46 or low for feelings of rejection with a standard deviation of 0.62; 2.43 or low for aggression with a standard deviation of 0.60.

Table 4. Level of Emotional-Behavioral Problems

Indicators	Mean	SD	Descriptive Equivalent
Anxiousness	2.66	0.66	Low
Academic problem	2.57	0.64	Low
Aggression	2.43	0.60	Low
Social Withdrawal	2.56	0.58	Low
Feelings of rejection	2.46	0.62	Low
Psychosomatic problems	2.52	0.60	Low
Overall	2.53	0.62	Low

Significant Relationship between Self-Esteem and Emotional-Behavioral Problems

This study aimed to assess the correlation between self-esteem and emotional behavioral problems in Grade 12 students at Lorenzo S. Sarmiento Sr. National High School, utilizing Pearson r for statistical analysis.

The study results indicate that there is no significant relationship between self-esteem and emotional behavioral problems among Grade 12 students at Lorenzo S. Sarmiento Sr. National High School. This conclusion was drawn from a p-value of 0.175, exceeding the significance level of 0.05. Therefore, the null hypothesis was not rejected, suggesting no notable link between self-esteem and emotional behavioral problems in these students. In simpler terms, there was no meaningful relationship or correlation between self-esteem and emotional behavioral problems, as supported by the negligible correlation of the Pearson's R value which was 0.093.

Significant Relationship between Social Support and Emotional-Behavioral   Problems

This study also aimed to explore if there was a significant relationship between social support and emotional behavioral problems among Grade 12 students at Lorenzo S. Sarmiento Sr. National High School. The correlation between these two factors was assessed using Pearson r.

Likewise, the study findings show that there was a significant relationship between social support and

emotional behavioral problems among Grade 12 students at Lorenzo S. Sarmiento Sr. National High School. This conclusion was drawn from a p-value of 0.009, which was lower than the standard 0.05 significance level. Consequently, the null hypothesis was rejected, suggesting a significant association between social support and emotional behavioral problems in these students. In simpler terms, there was a meaningful relationship or correlation between social support and emotional behavioral problems. Moreover, the Person's R value which was 0.180 indicates that there was a negligible correlation.

Multiple Regression Analysis of the Influence Self-Esteem on Emotional-Behavioral Problems

Using the Multiple Regression Analysis, the data revealed that the influence of self-esteem and emotional behavioral problems has f-value of 1.307 and corresponding significance p-value of 0.273 which was not significant.

Consistently, this means that self-esteem does not influences the emotional behavioral problem of grade 12 students since the probability was greater than 0.05. The R squared of 0.019 implied that 1.9% of the emotional behavioral problems of grade 12 students in Lorenzo S. Sarmiento Sr. National High School was influenced by their self-esteem, while 98.1% remaining were not covered by the study and influenced by other factors.

Multiple Regression Analysis of the Influence of Social Support on Emotional-Behavioral Problems

Data shown in Table 8 are the regression coefficients to test the significant influence of social support and emotional behavioral problems among Grade 12 students at Lorenzo S. Sarmiento Sr. National High School. Using the Multiple Regression Analysis, the data revealed that the influence of social support and emotional behavioral problems has f-value of 8.090 and corresponding significance p-value of $<.001$ which was significant.

Consistently, this means that social support does influence the emotional behavioral problem of grade 12 students since the probability was less than 0.05. The R squared of 0.164 implies that 16.4% of the emotional behavioral problem of grade 12 students in Lorenzo S. Sarmiento Sr. National High School was influenced by their social support, while 83.6% remaining were not covered by the study and influenced by other factors.

DISCUSSIONS

Level of Self-esteem

The respondents' level of self-esteem in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different self-esteem among Grade 12 students in Lorenzo S. Sarmiento Sr. National High School was evident. This further means that they have a positive self-esteem, they generally feel more confident and capable, which leads them to healthier emotional states. Moreover, when someone feels accepted by their social environment, it often boosts their self-esteem, contributing to a positive self-image as to social acceptance; school satisfaction which means they feel satisfied with their school experience, they are more likely to perceive themselves positively, believing in their abilities and worth, also, this positive self-perception contributes to higher self-esteem, creating a foundation for emotional resilience and a sense of security; self-assessment which means they evaluate their own abilities, achievements, and qualities. Hence, positive self-assessment often leads to higher self-esteem, fostering a sense of confidence and worth.

This study contradicts the idea that Hawi & Samaha (2019) proposed – suggesting that when students had high self-esteem, they generally felt happier, more confident, and better at handling challenges. It challenges

the belief that people with strong self-esteem are likely to make positive choices, build healthy relationships, and work towards their goals. Additionally, the study disagrees with Bowden et al. (2021) who thought students with higher self-esteem were resilient in school; they faced challenges head-on, sought help when needed, and stayed positive about learning. Overall, the findings counter Jiang et al. (2021)'s idea that feeling good about oneself helped in dealing with stress, promoting emotional stability.

Level of Social Support

The respondents' level of social support inLorenzo S. Sarmiento Sr. National High School was high. This meant that the different social support among Grade 12 students in Lorenzo S. Sarmiento Sr. National High School was positive. This further meant that they had a network of supportive relationships, whether with peers or family members, which provided them a sense of belonging and security. This emotional support could help buffer the impact of stressors, reducing the likelihood of developing emotional problems like anxiety or depression. The discussed proposition emphasized the importance of social support in fostering a sense of belonging, understanding, and care, which could alleviate feelings of isolation and loneliness, reducing the risk of emotional issues like anxiety and depression. This aligned with the notion that social support, as articulated by Alsubaie et al. (2019), involved emotional backing from peers, teachers, and family, forming a foundation for mental resilience. The perspective of Shu et al. (2020) also corresponded, highlighting how positive social support encouraged prosocial behaviors among students, fostering a positive school environment. These insights supported the claim by Szkody et al. (2020) that social support influenced coping mechanisms, enabling students to better handle stressors and setbacks, ultimately reducing the likelihood of maladaptive behaviors.

Level of Emotional Behavioral Problem

The respondents' level of emotional behavioral problems at Lorenzo S. Sarmiento Sr. National High School was low. This implied that Grade 12 students rarely exhibited various emotional and behavioral issues, suggesting their ability to effectively handle stressors and challenges, fostering emotional stability. These findings aligned with Liu et al. (2021) research, indicating that low behavioral problems in students often correlated with positive social interactions and effective conflict resolution. Individuals with well-managed behaviors were more likely to engage in prosocial activities and contribute positively to the school environment. This study supported the idea put forth by Whitney et al. (2022) that students facing minimal emotional and behavioral challenges could focus on studies, set and achieve goals, and actively participate in the learning process.

The low level of anxiousness indicated that emotional-behavioral problems among Grade 12 students were seldom manifested. This suggested that students with lower anxiety levels tended to be more emotionally stable, experiencing less excessive worry or fear, leading to a positive emotional state. This aligned with Huntley et al. (2019) observations that such students were more likely to exhibit adaptive behaviors like effective problem-solving. Additionally, Abdous (2019) explained that persistent anxiety could hinder cognitive functioning, affecting concentration and academic performance. Moreover, Ma (2020) notion emphasized that low anxiousness contributed to the development of social skills, making students more comfortable in social situations and fostering positive interactions with peers and teachers.

Significant Relationship between Self-esteem and Emotional-Behavioral problem

The recent investigation indicated no significant relationship between self-esteem and emotional behavioral problems among grade 12 students at Lorenzo S. Sarmiento Sr. National High School. This suggested that self-esteem didn't play a role in influencing emotional behavioral problems in these students, as evident in the data. This supported the primary focus of this study, as proposed by Utami &Wahyudin (2022),

emphasizing that self-esteem didn't directly impact students' emotional and behavioral challenges. However, this challenged the secondary proposition from Gultom&Oktaviani (2022) suggesting that high self-esteem didn't necessarily shield students from emotional and behavioral difficulties, and those with lower self-esteem might have displayed resilience and effective coping mechanisms.

The connection between overall self-esteem and emotional behavioral problems was not significant among grade 12 students at Lorenzo S. Sarmiento Senior National High School. This suggested that emotional behavioral issues were not reliant on self-esteem in these students. These findings supported the idea of Busalim et al. (2019) that if a student's sense of self was tied to external factors like academic success or peer approval, it might not have offered the resilience needed to handle emotional and behavioral challenges. This aligned with (Kim et al., 2019) assertion that the developmental stage of students, particularly adolescents, played a crucial role. Adolescents underwent significant emotional and behavioral changes as part of their maturation process, which could have manifested independently of their self-esteem. While self-esteem might have influenced how students perceived and responded to these changes, it might not have been the sole factor in their emotional and behavioral well-being.

Significance on the Relationship Between Significance on the Relationship between Social support and Emotional-Behavioral problem

The current research highlighted a significant relationship between social support and emotional behavioral issues among seniors at Lorenzo S. Sarmiento Sr. National High School. This suggested that social support played a crucial role in influencing the emotional well-being of grade 12 students, as evidenced by the data. This affirmed the central premise of this study, the proposition of Manitsa &Doikou(2020), which underscored the significant and well-documented link between social support and students' emotional behavioral health. Here, social support encompassed assistance, encouragement, and emotional backing from various social networks, including family, friends, and peers. This aligned with another supporting proposition in this study, the proposition of Rautanen et al. (2020), which posited that social support not only enhanced students' emotional regulation capabilities but also created a supportive environment fostering a sense of security and belonging, enabling effective expression and management of emotions.

The relationship between overall social support and emotional behavioral problems was significant among grade 12 students at Lorenzo S. Sarmiento Senior National High School. This indicated that emotional behavioral problems were reliant on social esteem within this student group. These results supported the idea proposed by Ernawati et al. (2022) that a robust support system acted as a safeguard against common stressors, aiding students in coping with academic pressures and interpersonal conflicts. Oktary et al. (2019) claimed that social support enhanced emotional regulation, aligning with the findings, emphasizing the importance of a supportive environment for effective emotion expression and management.

Multiple Regression Analysis of The Influence of Self-esteem and Emotional   behavioral problem

The regression coefficient was used to test the significant influence of overall self-esteem and emotional behavioral problems among grade 12 students. Using the Multiple Regression in JASP Software, the data revealed that the influence of self-esteem towards emotional behavioral problems among grade 12 students had no significant influence. Only 1.9% of the emotional behavioral problems among grade 12 students of Lorenzo S. Sarmiento Sr. National High School were influenced by self-esteem. The overall results of self-esteem predicted emotional behavioral problems in grade 12 students. Therefore, the significance level of the hypothesis of self-esteem and emotional behavioral problems in grade 12 students was not rejected.

This outcome contradicts Ahmad & Begum (2020) analysis that self-esteem was a complex concept, encompassing an individual's overall self-worth. While elevated self-esteem could contribute to a positive

self-image, it didn't assure effective coping or emotional regulation. Additionally, Sa et al. (2019) perspective inaccurately notes that while high self-esteem is desirable, it didn't provide immunity from emotional and behavioral challenges. Mahadevan et al. (2023) affirmation further contradicts the study's findings, suggesting that an excessive focus on self-esteem might have led to narcissistic tendencies, hindering genuine emotional health, and complicating handling setbacks or forming healthy relationships.

Multiple Regression Analysis of the Influence Social support and Emotional behavioral problem

The regression coefficient was used to test the significant influence of overall social support and emotional behavioral problems among grade 12 students. Using Multiple Regression in JASP Software, the data revealed that the influence of self-esteem towards emotional behavioral problems among grade 12 students had no significant impact. Only 16.4% of the emotional behavioral problems among grade 12 students at Lorenzo S. Sarmiento Sr. National High School were influenced by social support. The overall results indicated that self-esteem predicted emotional behavioral problems in grade 12 students. Therefore, the significance level of the hypothesis of social support and emotional behavioral problems in grade 12 students was rejected.

This outcome reinforced Haliwa et al. (2022) analysis that a robust social support system significantly influenced how students managed their emotions and behaviors. When students had strong support, it acted as a safety net, aiding them in coping with stress and challenges. Hellfeldt (2019) perspective accurately asserted that social support enhanced emotional control, making it easier for students to express their feelings healthily. This emotional stability was crucial in averting behavioral issues, as students could navigate difficulties more calmly with a reliable support system. Additionally, Karaer & Akdemir (2019) affirmation further supported the study's findings that social support enhanced students' interpersonal skills, improving communication, empathy, and conflict resolution abilities—essential tools for preventing or addressing emotional and behavioral issues.

CONCLUSION

The study's findings, based on research conducted at Lorenzo S. Sarmiento Sr. National High School, indicate elevated levels of self-esteem and social support among 12th-grade students. This includes high indicators such as social acceptance, school satisfaction, and self-assessment for self-esteem, as well as social support indicators from parents, relatives, adults, siblings, and peers. Additionally, the results do not contradict the theoretical assumption of an insignificant relationship between self-esteem and emotional behavioral problems. However, they challenge the theoretical assumption regarding the relationship between social support and emotional behavioral problems among grade 12 students at Lorenzo S. Sarmiento Sr. National High School.

All in all, the study aimed to investigate the influence of overall self-esteem and social support on emotional behavioral problems among grade 12 students. The analysis using Multiple Regression in JASP Software revealed that self-esteem had no significant impact on emotional behavioral problems, with only 1.9% influence observed. However, social support showed a significant influence, accounting for 16.4% of emotional behavioral problems among grade 12 students. Consequently, the hypothesis related to self-esteem and emotional behavioral problems was not rejected, indicating a limited role of self-esteem. In contrast, the hypothesis concerning social support and emotional behavioral problems was rejected, highlighting the importance of social support in predicting emotional behavioral problems in this context.

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