

School Quality and Self-esteem of Compostela National High School

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Abstract

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

Keywords: *MAED Educational Management; school quality; self-esteem; Philippines*

Introduction

In Saudi Arabia, Dr. Almistahiri (2020) mentioned that kids who lack self-confidence tend to employ unhelpful tactics like bullying, giving up, dishonesty, and evading challenges. While the occasional display of such behaviors is normal among all children, the consistent manifestation of these actions suggests a significant issue with self-esteem. Such children may exhibit introversion or shyness in social settings, struggling to experience enjoyment. Despite having a broad social circle, they are prone to succumbing to peer pressure and becoming targets of bullying. In an educational environment, they steer clear of different experiences due to a fear of failure and are quick to abandon tasks.

As Olea stated that someone with high self-esteem encounters a multitude of positive results and benefits. People who maintain positive self-perceptions experience fewer instances of insomnia, demonstrate stronger resilience against yielding to peer pressures, possess a reduced inclination towards substance misuse, display heightened resolve when facing difficult undertakings, derive greater levels of joy, exhibit improved sociability, and notably, tend to excel more in academic endeavors. (Cherry, 2022).

Self-esteem and school quality are intricately linked, as studies have shown a significant correlation between the two factors. A positive school environment characterized by supportive teachers, strong academic programs, and a sense of community fosters higher self-esteem in students. On the other hand, schools with inadequate resources, bullying, or a negative culture can lead to lower self-esteem among students. Teachers and parents have a significant impact on students' self-esteem by providing support and encouragement. However, many factors contribute to a student's self-esteem, and the relationship between school quality and self-esteem is complex. The researcher is interested in studying the connection between school quality and learner self-esteem in Compostela because there is currently no research on this topic. This study aims to explore whether school quality influences learner self-esteem, which could be of concern to the study's intended beneficiaries and potentially lead to the development of intervention strategies to enhance the teaching-learning process. As a result, conducting this study holds great significance.

Research Objectives

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

1. To describe the level of school quality in terms of;
 - 1.1. Standard based-learning;
 - 1.2. Quality student support;
 - 1.3. Professionalism and capacity of the system;
 - 1.4. Coordinated team;
 - 1.5. Responsiveness of the system;
- 1.6. Focused and sustained action;
- 1.7. Involvement;

- 1.8. Satisfaction; and
- 1.9. Student safety and well-being.
2. To describe the level of students' self-esteem in terms of the following indicators;
 - 2.1. Internal locus of control;
 - 2.2. Sense of belonging and acceptance; and
 - 2.3. Sense of competence.
4. To determine the significant relationship between school quality and the self-esteem of the learners.
3. To determine which of the domains in school quality significantly influence self-esteem of the learners.

Hypothesis

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

1. There is no significant relationship between school quality and learners' self-esteem.
2. There is no domain in school quality that significantly influences learners' self-esteem.

Review of Related Literature

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

School Quality

Standards-based education differs from traditional methods primarily through the grading process. Rather than assigning an A-F score, students must show mastery through the learning targets. Implementing standards-based education holds significance as it enables educators to formulate and convey precise subject matter that students must grasp before completing the K-12 public school journey. All students will have equitable core foundational skills by teaching through the standards. Standards-based education is a style of education that measures students' proficiency based on a set of standards to determine mastery. The standards are developed by the state or determined by a national curriculum (Honeycutt, 2022).

Tait said, boosting student perseverance might be achieved by advocating for the optimal execution of the three key aspects of high-quality student assistance. These three facets encompass cognitive, emotional, and systemic forms of support. Cognitive assistance entails the provision of diverse learning support services through various mediums. Emotional support assumes a crucial role in cultivating a nurturing atmosphere that enhances students' drive, dedication, self-worth, and belief in their abilities. Systemic support also ensures a user-friendly administrative process for students along with efficient and transparent information management systems (Arifin, 2018).

As stated Outlined in Memorandum OUCI-2020-307 issued in October 2020 by the Department of Education (DepEd), Undersecretary for Curriculum and Instruction Diosdado San Antonio delineated ten strongly suggested actions for local education units to promote adaptability in the educational process. These actions encompass reevaluating the time allocated for learners to finish and hand in assignments and broadening the provision of mental health and socio-emotional support to teachers, students, and parents via collective well-being sessions. Additionally, the learning tasks within the Self-Learning Modules (SLMs) can be made more efficient to ensure that activities effectively foster the development of learning competencies leading to mastery.

Coordinating several groups of individuals with distinct emotions, concepts, and approaches to tasks to collaborate harmoniously is a significant challenge. Research also indicates that even companies are convinced of their adeptness and generally have space for enhancement. Therefore, regardless of your assessment of your teams' collaboration, it is crucial for the achievement of your learners to actively seek opportunities for enhancement (Cook, 2020).

Responsive learning environments are inviting and captivating. They are personalized to cater to the unique needs and interests of learners. Educational settings encompass classrooms, recreational areas, residences, and outdoor spaces. They also involve other places that a child frequents in their daily routine. The most crucial element of any educational

environment is responsive adults. This category comprises educators, home visitors, families, and caretakers (U.S. DHHS, 2021).

To foster students who can contemplate attaining a specific objective and effectively regulate their cognitive procedures. These skills aid students in enhancing their aptitude for resolving issues. Furthermore, educators establish a classroom atmosphere that encourages students to tackle challenges as problem solvers. The link between challenges and methods helps to promote a strong work ethic and highlights the importance of using creative and diverse strategies to improve their techniques. (Mills, Kim, & NSWDOE, 2020).

When educators and families collaborate to support students' success, students achieve improved academic grades, maintain consistent school attendance, and opt for more advanced courses. This partnership also cultivates higher levels of student motivation. Young individuals uphold loftier educational aspirations and experience reduced dropout rates. Students whose parents are actively engaged exhibit enhanced attendance and accomplish a greater amount of homework (Pontz, 2019).

Also, parents can participate in school events by helping out and staying in touch with teachers. Parents have an essential role to play in their children's education at home, using diverse approaches such as assisting with homework and other tasks, as well as engaging in discussions about values and viewpoints related to education. As parents become more involved, students acquire crucial social and emotional learning skills (Pontz, 2019).

In the context of advanced learning, the level of service excellence holds significant importance in determining its overall impact. Earlier studies on service excellence in higher education encompass diverse elements such as the competence of faculty, the standing of the institution, pedagogical approaches embraced by teachers, dependability, tangible facilities, timeliness, resource accessibility, administrative backing, and the attitude displayed by support services, among other variables (Sibai, et al., 2021).

Prioritizing the safety and overall well-being of students, along with equipping them with the necessary skills to handle challenges, is imperative to prevent and address mental health issues. Educational establishments bear a substantial duty in enhancing the overall wellness of students. Nonetheless, there is insufficient definitive evidence concerning the effectiveness of well-being endeavors within school settings, particularly concerning the impact on student safety, well-being, and academic accomplishments. Academic outcomes are considered in only a limited set of comprehensive assessments, and current preliminary assessments of well-being programs tend to have a restricted scope (Dix et al., 2020).

Self-esteem

Diverse needs prompt people to act, one of which is the desire for a sense of personal importance, value, or self-respect. Achieving self-esteem involves several crucial elements, such as valuing others, internally accepting our identity, having confidence, and accomplishing goals (Cherry, 2022).

According to Olea, having robust self-esteem leads to many positive results and benefits. Students who maintain a positive self-perception encounter fewer occurrences of sleeplessness, manifest higher resilience against conforming to peer pressures, show diminished susceptibility to substance abuse, showcase heightened resolve when tackling challenging assignments, enjoy elevated levels of happiness and sociability, and importantly, generally achieve improved academic outcomes (Cherry, 2022).

A small number of people exclusively have either an entirely internal or entirely external locus of control; most of us lie within the middle range of this spectrum. The degree of control orientation can differ across various scenarios in professional and personal settings, and it has the potential to shift over time. Generally, individuals tend to lean towards a more internal locus of control as they age and gain greater capacity to shape the events in their lives. Developing a moderately internal locus of control enhances the capability to gracefully accept situations beyond one's influence and effectively handle them when they emerge (Mckinney, 2018).

The necessity for affiliation pertains to a fundamental human emotional desire to connect with and be welcomed by fellow group members. This aspiration encompasses seeking membership in a school peer circle, receiving approval from colleagues, becoming a part of a sports team, or joining a religious community. Feeling a sense of belonging encompasses more than mere acquaintance with others. It revolves around attaining validation, acknowledgment, and assistance from group members while reciprocating the same consideration to others. This urge to be part of a collective can also trigger shifts in behaviors, convictions, and viewpoints as individuals endeavor to align with the group's established standards and norms (Cherry, 2021).

Competence involves having a strong belief in one's capabilities within a particular area. For students to willingly overcome learning difficulties and recover from setbacks, possessing self-esteem and perceived proficiency is

indispensable. The desire for competence drives them to exhibit persistence, extended commitment, and a determination to improve. It inspires the yearning to confront fitting challenges. When people participate in challenging and complex activities, it stimulates their skills and abilities to a level that promotes personal growth. This creates a satisfying feeling of competence in the present and encourages enthusiasm and motivation for ongoing engagement (APA, 2020).

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

Theoretical Framework

The research is based on Franken's (1994) theory, which suggests that a growing body of evidence supports the idea that self-esteem can be modified. The empirical studies have established that there are several school quality factors found within the school that could influence students' self-esteem in secondary schools. Furthermore, the neglect of teachers' essential requirements also reflects the importance of having suitable facilities to create the most favorable learning conditions. It is of utmost importance to provide these educational amenities to ensure the delivery of quality education.

Magbanua (2011) supports the independent variable, asserting that achieving the right combination of inputs leads to the desired outcomes. This study identifies five primary in-school areas for enhancing school quality. These encompass enhancing the curriculum, augmenting learning materials, extending instructional time, elevating teaching standards, and enhancing students' capacity.

The concept of the dependent variable finds support in the work of Crocker et al. (2004), which suggests that individuals who tie their self-worth to a particular aspect become more susceptible. Their self-esteem becomes at risk when adverse events occur in that specific area. When students tie their self-esteem to the quality of their school, they are at higher risk of experiencing low self-worth, negative effects, and negative self-evaluation if they perform poorly, receive low grades, or are rejected by schools.

Moreover, according to Nuer et al. (2004), many people aim for a sense of importance and are motivated to excel and avoid failure in their valued areas. This can make managing behavior and emotions challenging for those seeking to enhance self-esteem, as they must embrace failures and criticism as learning chances. Conversely, if a task tied to self-worth induces stress, and pressure and reduces motivation. Similarly, succeeding in a personally vital area might create a habit of positive emotions for those with high contingency. Over time, these individuals might need more extraordinary achievements for the same emotional satisfaction.

Conceptual Framework

Shown in Figure 1 is the conceptual framework of the study. A representation of the relationship between the independent and dependent variables.

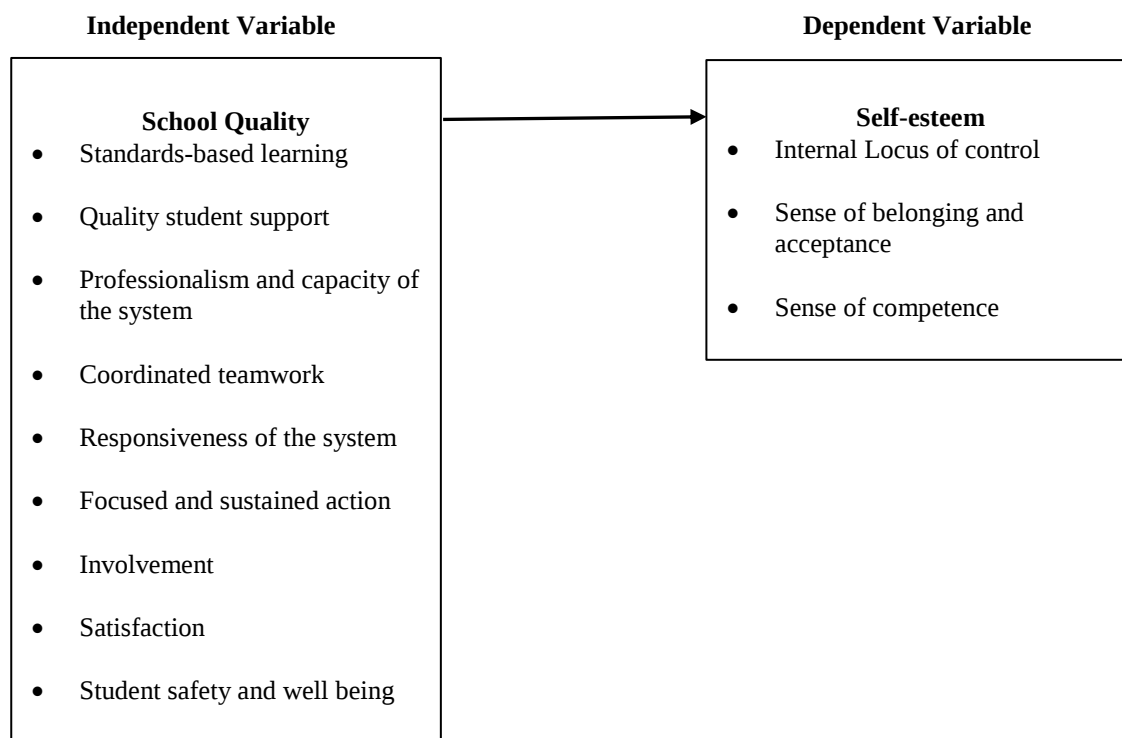


Figure 1. Conceptual Framework of the Study

The independent variable School Quality is supported by Magbanua (2011) with the following indicators: standard-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being. *Standards-based learning* approach data assesses individual standards and assign a proficiency rating that tracks a child's progress and *quality of student support* involving cognitive, affective, and systemic elements. Cognitive support provides learning services, affective support creates a supportive environment to enhance students' motivation and confidence, and systemic support ensures user-friendly administrative processes and efficient information management systems. *The professionalism and capacity of the system* establish the foundation for all teacher training and development programs, ensuring that educators are adequately prepared to successfully implement the K to 12 programs. The key to your learners' success lies in *coordinated teamwork*, where individuals actively seek opportunities for improvement; a *responsive learning system* is designed to adjust to the unique requirements of every student and foster a collaborative learning environment that emphasizes cooperation among learners instead of isolating them; and taking *focused and sustained action* helps students understand how challenges can be overcome through effective strategies. This enables them to appreciate the value of increased effort and more innovative approaches, such as trying different strategies and improving their processes.

The involvement of teachers and families serves as a framework to assist students in attaining improved grades, maintaining regular school attendance, enrolling in advanced courses, and nurturing their self-esteem. *Satisfaction* denotes the personal evaluation made by a student regarding the overall quality of school experience and *student safety and well-being* involving ensuring the protection of all students from violence, the presence of weapons and threats, theft, bullying, harassment, and the sale or usage of illicit substances within the school premises, as well as addressing other emergencies.

While the dependent variable self-esteem with the following indicators: internal locus of control, sense of belonging and acceptance, and sense of competence. *Internal locus of control* in this study means fulfilling needs including the need for a sense of own significance and worth; the *sense of belonging and acceptance* pertains to the innate emotional requirement of humans to connect with and be embraced by individuals within a particular group; a *sense of competence* in this study acts as a driving force behind the persistence, consistent effort, and focused attention needed to foster continuous improvement.

Significance of the Study

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

The findings from this research also hold significance for schools and other educational institutions because these may help provide information that can aid and enhance the competency or self-esteem of the students. This study may serve as a basis for devising ways and means for the self-esteem development of the students.

Learners will get benefits from this study. The results will assist individuals in identifying requirements for building self-esteem and the factors that impact their competence. They can be having a better perspective on how to look at the school quality factors that could affect their self-esteem. In particular, students can identify the notable connection between the quality of the school and self-esteem. Additionally, students can discern which specific aspects of school quality have a significant impact on self-esteem.

Definition of Terms

The following terms are operationally described to enhance comprehension of the research.

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

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

Method

Research Design

This research employed a quantitative non-experimental framework, employing the causal effect approach through regression analysis. The quantitative research structure is a formal and impartial methodology that employs numerical data to gather insights into various factors. It is utilized for depicting variables or ideas, exploring connections among variables, and assessing the impact of an intervention on a result. Correlational research is a prime example of a quantitative research method that involves multiple quantitative variables within a single group of subjects (Gay, Mills & Airasian, 2006)

The current study is well-suited for the descriptive survey method as it focuses on portraying the characteristics of school quality factors and the self-esteem of the students.

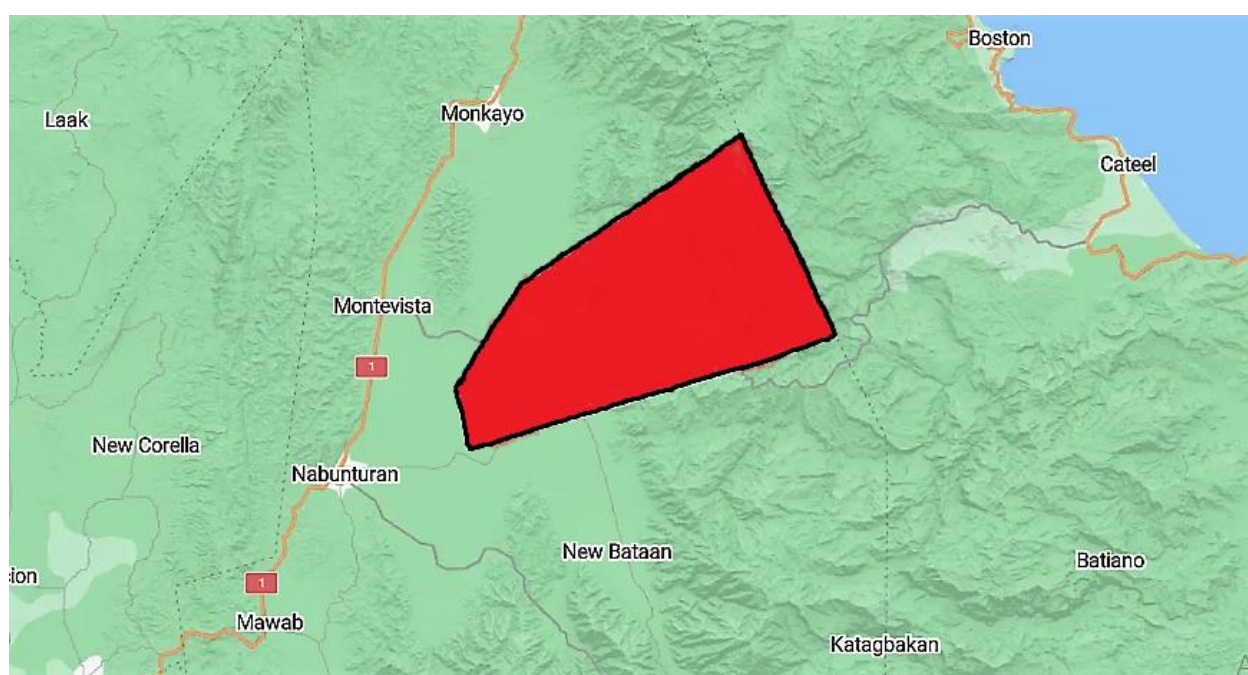
Research Locale

The study was carried out in Compostela Valley, which is located in the Davao Region of Mindanao, Philippines. ComVal, as it is commonly referred to, was previously a part of Davao del Norte until gaining independence in 1998. It ranks as the fourth most recent addition to the Philippine provinces, following Dinagat Island, Zamboanga Sibugay, and Davao Occidental. Nabunturan serves as its capital city. The province shares borders with Davao del Norte to the west, Agusan del Sur to the north, and Davao Oriental to the east. To the southwest lies Davao Gulf. Its inaugural elected governor was Jose R. Caballero, who previously worked as legal counsel for a mining organization in the province.

The first and second legislative districts of Compostela Valley serve as the province's representatives in the Philippine House of Representatives. Before 1998, Compostela Valley was included in the representation of Davao del Norte. However, in 1998, it became an independent province and gained its distinct representation.

Compostela is a top-tier municipality located within the Compostela Valley province in the Philippines. Based on the 2010 census, its population totals 81,934 individuals.

Figure II: Geographic Location of the Study



Population and Sample

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

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

Furthermore, this study considers the precautions or guarantees designed to safeguard the privacy and confidentiality of the respondents. The research utilized a random sampling method, ensuring that individuals were selected based on chance, and all students had an equal chance of being part of the sample. The study took place between the academic years 2018 and 2021. Additionally, respondents had the option to withdraw if they experienced physical, psychological, social, economic, or emotional distress during the study.

Distribution of Respondents

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

Research Instrument

The tool utilized in the research consists of two sections. The initial section pertains to school quality and centers on standards-based learning, quality student support, system professionalism and capacity, coordinated teamwork, system responsiveness, focused and sustained action, involvement, satisfaction, and student safety and well-being.

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

The study employs the Likert scale to depict the degree of school quality factors and the self-esteem of the students. According to Santos (2011), the Likert Scale requires people to select a box or space in response to a set of statements about their attitudes, objects, or stimuli. Many people use the numbers generated by a rating scale as actual measurements by calculating averages or performing other arithmetic operations. The nine classifications of school quality factors, along with their corresponding range of means and descriptions, are provided below:

The Parameter Limits for School Quality are as follows:

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

On the other hand, the information regarding the self-esteem of the learners is displayed below, accompanied by their respective range of averages and descriptions.

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

Data Collection

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

Moreover, before distributing the survey questionnaire, the researcher ensured the questionnaire's validation through proficient evaluators within and outside the organization. The manuscript was evaluated by the UM Ethics Review Center afterward. Additionally, a pilot test was conducted to ensure its reliability. Subsequently, the researcher elucidated to the participants the methods and significance of the questionnaires, utilizing communication channels such as Facebook Messenger, text messaging, and face-to-face interaction, adhering strictly to safety protocols.

Subsequently, the researcher distributed questionnaires to the participants through in-person visits to their homes, provided that their residences were accessible. For those whose homes were inaccessible, the questionnaires were given to the advisors and distributed to the students along with educational modules. The schools adhered to a weekly schedule for releasing and collecting these modules. Furthermore, after the questionnaires were collected, they underwent disinfection and were stored in a box for seven (7) days.

In conclusion, following the collection of administered questionnaires, the researcher, with assistance from friends, fellow educators, and school administrators, promptly conducted the tallying and tabulation of the gathered data for subsequent statistical analysis. Subsequently, the data was assessed and interpreted. In light of the findings from this investigation, conclusions were drawn, and recommendations were formulated based on the data.

Statistical Tools

Mean. This calculation was performed to depict the extent of school quality dimensions and the self-esteem of the students.

Pearson r. This method was employed to assess the importance of the correlation between school quality dimensions and learners' self-esteem.

Regression Analysis. This was applied to establish the substantial impact of school quality dimensions on the self-esteem of learners.

Ethical Considerations

The primary participants in this research were junior high school students from Compostela National High School. To ensure fairness and impartiality, we collected potential responses from all participants using random sampling. Consequently, strict adherence to ethical guidelines and protocols, as established by the University of Mindanao Ethics Committee, was maintained throughout the study. The researcher sought and obtained the requisite approval from the school authorities to ensure compliance.

The researcher ensured that the chosen recruitment sources were appropriate by assessing the potential physical, psychological, and socio-economic risks involved. Adequate authorization and informed consent were obtained from the study's participants, with a guarantee that their rights would be safeguarded. This assurance extends to the handling of data, encompassing, but not limited to:

Voluntary Participation. Respondent's involvement in this study is entirely optional and treated as confidential to preserve their privacy. Clear information is provided in cases where respondents require clarification before deciding to participate or not. The names of respondents are kept confidential, and only the researcher is aware of their specific responses. If confidentiality is necessary, the researcher assigns a unique identifier to the answers, and the researcher alone possesses the key to link each identifier with the respective respondent.

Privacy and Confidentiality. Learners should be recognized as autonomous agents who can exercise their autonomy to the utmost extent feasible including the right to privacy and the confidentiality of private information. Maintaining privacy and secrecy safeguards participants from potential damages such as embarrassment or suffering on a psychological level and social harm. Hence, to uphold the rights of the study's participants, all data collected from this research is kept private and confidential.

Informed Consent Process. The researcher ensured that the participants were well-informed about the potential benefits of the study to themselves, the school, and the community. This was done through a survey questionnaire that was designed to be clear and easy to understand. The survey was carried out with the endorsement of the relevant school officials and with the respondents' explicit consent. The researcher also ensured that the respondents read, understood, agreed, and signed ICF (informed consent form) and were allowed to ask questions with support psychosocially. Respondents have been provided with a copy of the mentioned document and possess the freedom to revoke their consent and halt participation at any point without facing any negative consequences.

Risks. This study did not encompass situations of high risk that the population in the region might encounter, whether related to physical, psychological, or socio-economic matters. The research ensured the protection and safeguarding of the rights of the individuals involved in the study.

Benefits. The results of this study can help the teachers since the findings will give them new information in planning and implementing new methodologies based on the recommendations. Also, learners will have a better perspective on how to look at the school quality factors that could affect their self-esteem. Remarkably, participants can discern the noteworthy connection between school quality and their self-esteem. Moreover, individuals have the option to specify which areas of school quality have a noteworthy influence on their self-esteem. Lastly, administrators can also gain new insight from this study since they have long been improving the school quality and implementing the learner-centered curriculum.

Plagiarism. To avoid plagiarism, you should first learn about the many types of plagiarism and how to correctly cite sources. Hence, the researcher guarantees the correct and precise attribution of concepts derived from other authors and authorities was adhered to appropriately. Grammarly and Turnitin software were used to check this manuscript for errors and plagiarism. The researcher's manuscript will also be subjected to a plagiarism check before and after it is conducted.

Fabrication. Given that this study draws upon various preexisting research, the researcher ensured that no fabrications were created within the literature. Therefore, all the information presented was meticulously composed and referenced. The study's sources were exclusively acquired from reputable academic publications and journals.

Falsification. This research adheres to the citation guidelines specified in the APA 6th edition citation format, ensuring no distortions of others' work or modifications of the collected data. The data and information acquired are presented with the utmost accuracy in written form.

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

Deceit. The content of this paper refrained from employing any falsehoods to detrimentally impact the well-being of the participants. All the information presented was reviewed and authenticated by a group of experts.

Permission from Organization/Location. The study is carried out formally, strictly following ethical guidelines. To this end, an official letter is dispatched to the authorities of the Davao de Oro Division (DepEd), formerly known as Compostela Valley. The research is initiated only upon obtaining the required authorization from these authorities.

Authorship. This study takes into account the qualifications for authorship during its execution. The researcher, along with the assistance and direction of the research advisor, made significant contributions to the conception, design, data acquisition, analysis, and interpretation. The collaborative effort between the researcher and advisor extends to drafting the article and critically revising it for essential intellectual content. Individuals played vital roles in the study, culminating in the publication of the research.

Technology Issues. Lastly, technology can help to develop this study. It can also elaborate on the problems and the result of the data collected from the respondents. With the ever-increasing amount of data being collected by technology, we must advance our methods for generating and gathering relevant information. Failure to do so would be a significant hindrance to progress in this field of study. Furthermore, to avoid technological concerns, security precautions relating to online panels, data gathering online, and how one views information being conveyed in an online environment have been put in place and made comprehensible to the respondents.

Results & Discussion

The tables below display calculated standard deviations, ranging from 0.324 to 0.634, all of which fall below 1.0. According to Wittink and Bayer's (1994) findings, the standard deviation for a 5-point Likert scale typically falls within a certain range. This indicates that the ratings obtained in this study are proximate to the mean, implying a high consistency in the responses of the participants.

Level of School Quality

The primary aim of the research focuses on assessing the degree of School Quality, with indicators comprising the following: *standard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being.*

Table 1. Level of School Quality

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

Presented in Table 1 is an overview of the participants' feedback, revealing an overall mean score of 4.21, indicating a considerably high level. The overall standard deviation is 0.607. This heightened level of school quality is deduced from mean scores of 4.20 for the system's professionalism and capacity, as well as a mean score of 4.33 for the system's responsiveness.

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

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

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

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

The standard based-learning indicator ranks fifth among the measures of school quality. As indicated in the appended Table 1.1, the mean scores as bases for standard based-learning is 4.15 or a high level, and with a corresponding standard deviation of 0.491, data indicate a mean value of 4.41 or very high for *agreeing that teachers find other ways to make one understands when having trouble in learning*, 4.20 or very high for *confirming that their teachers ask to review one's work so that learners can improve*, 4.15 or high for *confirming that their teachers meet or fulfill the learning standards*, 4.07 or high for *agreeing that their teachers are aware of how they doing in school and keep track of their progress*, 4.06 or high for the respondents' belief that *their teachers asking to demonstrate what has been learned in different ways* and 4.03 or high for that *teachers know when one is doing well on school works*. Data indicate that the respondents are satisfied with how teachers reinforce them regarding their trouble in school work.

Coordinated teamwork and involvement indicators rank sixth among the measures of school quality. As indicated in the appended Table 1.4, the mean scores as bases for coordinated teamwork is 4.13 or a high level, with a corresponding standard deviation of 0.586. In Table 1.7, the mean score as bases for involvement is 4.13, or a high level, with a corresponding standard deviation of 0.630. For coordinated teamwork, data indicate a mean value of 4.58 or very high for *having a principal that supports school activities*, 4.45 or very high for *agreeing that their school teachers encourage learners to do their best*, 4.20 or very high for *confirming that their teachers are very committed to their profession*, 4.03 or high for *having approachable teachers and principal if students have problems*, and 3.41 or high for *having enough supplies and learning materials in all classes to complete ones' assignment*. Data indicate that the respondents are satisfied with how the school principal supports school, learners-teachers activities.

For involvement, data indicate a mean value of 4.41 or high for *conducting meetings to inform parents about the performance of their children*, 4.20 or very high that *the school invites parents to witness students' performance*, 4.11 or high for *confirming that the school collaborates to the stakeholders to create programs for students welfare*, 4.06 or high that *the school provides the learner's family knowledge of how their children are doing*, and 3.87 or high means *confirming that school teachers talk to someone in the learner's family about school*. Data indicate that the respondents are satisfied with how the school informs the learner's family about school.

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

agreeing that school is safe and clean. Data indicate that the respondents were satisfied in terms of their safety and well-being at school. Data further indicate that the school respect differences to give good quality education.

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

Level of learner's self-esteem

The second objective of the study concerns the level of *learners' self-esteem*. Included measures for this variable are *internal locus of control*, *sense of belonging and acceptance*, and *sense of competence* in which responses from the respondents are reflected in Table 2. Based on the calculations of self-esteem, the respondents' overall mean score was 3.89, which indicates a high level of satisfaction with the quality of education provided by the school. The standard deviation was 0.635.

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

Table II. Level of Self-esteem

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

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

The third among the types of self-esteem is the sense of competence with an overall mean score of 3.77 or a high level and with a standard deviation of 0.699. This value was generated based on the mean scores as appended in Table 2.3, for 4.04 or high for *practicing a positive approach and attitude towards academic performance*, 3.94 or high for *being confident to show what one has learned in different ways*, 3.87 or high for *agreeing that they feel that as a being of value, at least they are on the equal with others*, 3.79 or high for *being confident to one's abilities, talent and knowledge and for being capable of sharing work programs with others*, 3.70 or high for *being confidently involved and participated in competitions and activities*; and 3.25 or moderate for *confirming that they feel smart as others*. This means that the respondents feel positive about academic performance, confidence to show what they learned, and confidence in their abilities, talent, and knowledge.

Significance on the Relationship between School Quality and Self-esteem

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

Table III. Significance of the Relationship between Levels of School Quality and Self-Esteem

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

*Significant at 0.05 significance level

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

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

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

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

The correlation between responsiveness of the system and internal locus of control of the respondents results in a computed r-value of 0.651 and $p < 0.01$ or significant, r-value of 0.570 and $p < 0.01$ or significant for the correlation between responsiveness of the system and sense of belonging and acceptance of learners, r-value of 0.482 and $p < 0.01$ or significant for the correlation between responsiveness of the system and sense of competence and responsiveness of the system is significantly related to the overall self-esteem with r-value of 0.602 and $p < 0.01$. Data also reveal an r-value of 0.733 and $p < 0.01$ or significant for the correlation between focused and sustained action and internal locus of control, an r-value of 0.689 and $p < 0.01$ or significant for the correlation between focused and sustained action, and a sense of belonging and acceptance, r-value of 0.668 and $p < 0.01$ or significant for the correlation between focused and sustained action and sense of competence and focused and sustained action is significantly related to overall self-esteem with an r-value of 0.742 and $p < 0.01$.

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

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

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

The collective outcomes of the assessments demonstrate a notable connection between School Quality and Self-esteem within Compostela National High School. As a result, the initial hypothesis, suggesting no significant relationship between these two variables, is now rejected.

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

Table 4 displays the regression coefficients aimed at examining the notable impact of the overall school quality on the self-esteem of learners. Using the Multiple Linear Regression, the data reveal an F-ratio of 42.41 and $p < 0.01$. This means that school quality significantly influences learners' self-esteem. The R^2 value of 0.817 implies that 81.7% of the self-esteem of the respondents was influenced by standard-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being while the other 18.3% of the factors contributing to the other factors not included in the study.

It is also presented in the table that school quality and standard based-learning have a t-value of 0.15 and p-value of 0.884, and quality student support respectively with a t-value of 1.00 and p-value of 0.320. Furthermore, professionalism and capacity of the system has t-value of 1.30 and p-value of 0.194, coordinated teamwork has t-value of 1.39 and p-value of 0.166, responsiveness of the system has t-value of -1.80 and p-value of 0.074, focused and sustained action has t-value of 3.56 and p-value of 0.000, Involvement has a t-value of 1.92 and p-value of 0.056, satisfaction has a t-value of 1.86 and p-value of 0.064, and lastly, student safety and well-being has t-value of 2.99 and p-value of 0.003. Based on the result, among all the school quality domains only focused and sustained action and student safety and well-being significantly influenced self-esteem domains.

Table IV. Regression Analysis on the Influence of School Quality on Self-esteem

Indicators	Unstandardized Coefficient (B)	Standardized Coefficient Beta	t-value	p-value	Decision
Constant	0.2754	0.1240	0.45	0.653	
Standard-Based Learning	0.08347	0.01219	0.15	0.884	Fail to reject Null (Ho)
Quality Student Support	0.07204	0.07190	1.00	0.320	Fail to reject Null (Ho)
Professionalism and Capacity of the System	0.1032	0.1345	1.30	0.194	Fail to reject Null (Ho)
Coordinated Teamwork	0.07893	0.10988	1.39	0.166	Fail to reject Null (Ho)
Responsiveness of the System	0.08768	-0.15752	-1.80	0.074	Fail to reject Null (Ho)
Focused and Sustained Action	0.06981	0.24820	3.56	0.000	Null (Ho) is rejected
Involvement	0.06921	0.13284	1.92	0.056	Null (Ho) is rejected
Satisfaction	0.08167	0.15217	1.86	0.064	Fail to reject Null (Ho)
Student Safety and Well Being	0.07865	0.23523	2.99	0.003	Null (Ho) is rejected
Dependent Variable: Self-esteem					
R = 0.667		R ² = 0.817			
F = 42.41		P = 0.000			

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

Discussion

Level of School Quality

The major components of school quality used in the study are *standard based-learning, quality student support, professionalism and capacity of the system, coordinated team, responsiveness of the system, focused and sustained action, involvement, satisfaction, student safety, and well-being* as indicators. Each of these indicators has five items that are positively stated, thus, the higher the mean score generated from the respondents, the better the school quality. Responses of the respondents indicate the overall, level of school quality is high indicating respondents declare that school is very much involved in their education. Data imply that the respondents feel advantaged in school since its quality always encourages them; they always give quality education to learners. This claim entails the statement of Pontz (2019) that collaboration between educators and families drives student success, resulting in improved grades, attendance, advanced course selection, heightened motivation, and elevated educational aspirations. This partnership lowers dropout rates, as engaged parents contribute to enhanced attendance and increased homework completion. Active parental involvement extends to participating in school events and maintaining communication with teachers, playing a pivotal role in fostering essential social and emotional skills in students through diverse approaches like homework assistance and discussions about educational values.

The preceding chapter revealed that the institution's level of school quality was high due to the majority of respondents assigning high ratings to the various indicators. *Professionalism and Capacity of the System* and *Responsiveness of the System* are the only two indicators that achieved a very high level and the rest just achieved a high level. The professionalism and Capacity of the System was very high. This means that the school has rules and regulations for wellness and teachers support and help learners to improve performance and skills. Anchored to Memorandum OUCI-2020-307 DepEd (2020) outlined ten recommended actions for local education units to enhance educational adaptability. These actions include reassessing assignment deadlines, expanding mental health and socio-emotional support through well-being sessions, and optimizing Self-Learning Module tasks to better promote competency development.

Also, the responsive learning system was very high. This means that the school has rules and regulations for learners' safety and discipline. It implies NSWG's (2020) statement that a suitable curriculum should be established for the

development of learners. Classroom management techniques must be implemented to ensure learners' discipline and motivation. The classroom settings and instructions should be focused on the learners. Parents should be constantly informed about significant information and events. Additionally, fostering the development of students into individuals poised for success beyond the confines of the classroom holds the same level of significance as delivering the curriculum. From the start of the school year, carefully choose your language and activities to create a classroom environment that encourages problem-solving.

Level of Self-Esteem

The preceding chapter unveiled a heightened level of self-esteem. This is attributed to the elevated ratings given by participants in categories such as internal locus of control, sense of belonging and acceptance, and sense of competence, signifying a satisfactory level of self-esteem. Human actions are motivated by various needs including the necessity for a feeling of individual significance, worth, or self-esteem. As Cherry (2022) stated that an individual with high self-esteem has many positive effects and benefits. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to the pressure of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and more sociable, and most importantly they tend to perform better academically.

Self-esteem in terms of internal locus of control was high. It means learners feel safe, guided, and cared for by teachers in school. Learners believed that grades are the result of their effort and school system or curriculum is adequate for them. They also feel good when family asks about school and because of that they feel their worthy and equal with others. Parallel to the study of Mckinney (2018) that only a few individuals possess either a completely internal or completely external locus of control; the majority of people fall within the middle range of this continuum. The level of control orientation varies across different situations in personal and professional contexts and is subject to change over time. Typically, individuals tend to incline toward a more internal locus of control as they grow older and acquire a greater ability to shape life events. Nurturing a moderately internal locus of control improves the capacity to gracefully acknowledge situations beyond one's control and adeptly manage them as they arise.

Moreover, the sense of belonging and acceptance in Compostela National High School was high. This refers to the feeling of belonging and acceptance among learners, where they feel at ease in participating, joining, and sharing their work in different school activities, programs, and organizations. It also means that they are treated fairly and equally, just like any other learner in the school. They feel loved, cared and safe inside and outside of school. Results imply that diverse needs prompt people to act, one of which is the desire for a sense of personal importance, value, or self-respect. Achieving self-esteem involves several crucial elements, such as valuing others, internally accepting our identity, having confidence, and accomplishing goals (Cherry, 2022).

Lastly, a sense of competence also got high in this study. It means that learners are confident to show their learning in different ways. They are competent in showing their abilities, talent, and knowledge in participating in competitions and activities they are capable of sharing their work with others in programs, and learners practice a positive attitude toward academic performance. For that reason, competence involves having a strong belief in one's capabilities within a particular area. For students to willingly overcome learning difficulties and recover from setbacks, possessing self-esteem and perceived proficiency is indispensable. The desire for competence drives them to exhibit persistence, extended commitment, and a determination to improve. It inspires the yearning to confront fitting challenges. When people participate in challenging and complex activities, it stimulates their skills and abilities to a level that promotes personal growth. This creates a satisfying feeling of competence in the present and encourages enthusiasm and motivation for ongoing engagement (APA, 2020).

Significance on the Relationship between School Quality and Self-Esteem

The current research unveils a noteworthy correlation between school quality and self-esteem, corroborating Franken's (1994) notion that a mounting body of research suggests the malleability of self-esteem. As demonstrated above, empirical investigations have identified numerous school quality elements within secondary schools capable of impacting students' self-esteem. Moreover, the oversight of essential needs for educators parallels the importance of facilities in establishing an optimal learning environment, encompassing aspects such as classrooms, seating, teaching materials, water and sanitation facilities, as well as modern resources, among other factors.

Ensuring the availability of these educational resources holds immense importance in guaranteeing the delivery of high-caliber education. Textbooks are lacking in the Philippine education system, and resources are insufficiently provided due to the inadequate quantity and placement of schools. In Metropolitan Manila, a system of daily class rotations is in place to address the shortage of schools and classrooms, as well as instructional staff, while accommodating the large population of learners. This is also connected to Mabunga et al. (2011) assertion that attaining the proper blend of resources will yield the intended outcomes. The study pinpointed five key internal factors for enhancing school quality. These encompass

enhancing the curriculum, augmenting educational resources, extending instructional duration, refining pedagogical methods, and enhancing student capabilities. Investigations into inputs have primarily concentrated on resources like textbooks, desks, and chalkboards, alongside the roles of teachers and students.

The link between overall school quality and self-esteem is significant, indicating that self-esteem is connected to school quality. These findings confirm Crocker et al.'s (2003) research, which showed that people who tie their self-worth to a specific aspect are more vulnerable to self-esteem threats when negatives arise. Students basing their self-worth on school quality dimensions were more likely to experience lowered self-esteem, increased negativity, and pessimism in the face of academic challenges or rejections. This resonates with Nuer et al. (2004) work, revealing that those valuing importance in a specific domain strive to succeed and avoid failure. High-contingent individuals can become addicted to the positive emotions of success, leading them to chase extraordinary achievements over time for the same satisfaction. Therefore, some individuals may find themselves on an endless quest for success.

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

The regression analysis focusing on the substantial prediction of self-esteem by school quality indicated that each of the domains including standards-based learning, quality student support, professionalism and capacity of the system, coordinated teamwork, responsiveness of the system, focused and sustained action, Involvement, satisfaction, and student safety and well-being significantly influenced most to the learner's self-esteem.

The outcome revealed a noteworthy impact of standards-based learning on self-esteem. This aligns with the research by Frechette (2017), where students receive regular feedback on their advancement and chances for repeated practice. Generally, in the context of standards-based learning, every standard is evaluated using various data instances, assigning an overall proficiency level to indicate whether a student is progressing toward mastery, has attained mastery, or has surpassed mastery in that specific standard. This information is conveyed to parents, students, and relevant educational entities when necessary. Additionally, evaluations of behavior are conducted independently from academic standards.

Moreover, the results showed that effective student support significantly impacts self-esteem, aligning with Arifin's (2018) study. This study suggests that promoting the three core functions of quality student support at a satisfactory level enhances student persistence. These functions are cognitive, affective, and systemic support. Cognitive support includes diverse learning assistance services, like providing top-quality learning materials, resources, and prompt assignment feedback. Affective support is pivotal for fostering an environment that boosts students' motivation, dedication, self-esteem, and self-confidence. Lastly, systemic support guarantees student-friendly administration and efficient, transparent information management systems.

Furthermore, the outcome revealed a noteworthy impact of professionalism and the system's capacity on self-esteem. This is consistent with the principles outlined in D.O. 42, s. 2017, which introduces the Philippine Professional Standards for Teachers (PPST). The PPST explicitly outlines the knowledge, skills, and values teachers should possess to attain competence, enhance student learning outcomes, and ultimately ensure quality education. Rooted in teaching philosophies such as learner-centeredness, lifelong learning, and inclusivity, among others, the PPST functions as a guiding framework for all teacher training programs. It ensures that educators are sufficiently trained to efficiently implement the K to 12 programs.

Furthermore, the research showed that working together as a team had a significant effect on one's self-esteem. This mirrors Cook's (2020) research, which emphasizes that effectively uniting teams or multiple groups with distinct emotions, ideas, and approaches is a significant challenge. Research also indicates that even organizations that believe they have achieved cohesion often have opportunities for enhancement. Hence, regardless of whether you believe that your teams are working together effectively or not, it is essential to always strive to improve teamwork for the benefit of your learners' success.

In the same vein, the adaptability of the system significantly impacts self-esteem. This aligns with the research conducted by OECD (2017), highlighting that meaningful learning thrives in an environment where creativity, awareness, inquiry, and thinking are integral to the educational system. Responsive learning systems tailor their approach to suit the unique needs of each student, fostering collaboration rather than isolating learners. To promote effective teaching and learning, learning systems should be designed with an emphasis on active participation, whether it be in classrooms, schools, or other settings. However, to be truly adequate for all students, the classroom learning environment must be flexible enough to accommodate a wide range of requirements within a diverse student population. These varied needs encompass cultural and linguistic differences, developmental levels, academic readiness, and diverse learning styles. A responsive learning system engages every student by providing a respectful atmosphere where instruction and curriculum are specifically designed to address the backgrounds and needs of each learner.

The subsequent outcome revealed that sustained effort significantly impacts self-esteem, echoing Mills' (2020) emphasis on nurturing students for success beyond classroom boundaries, akin to curriculum instruction. Right from the outset of the school year, purposefully choose language and activities to foster a problem-solving culture within the classroom. This aims to develop students' capacity for strategic thinking and cognitive management towards specific goals, known as meta-cognition. The research underscores how meta-cognitive skills enhance effective problem-solving. Additionally, teachers cultivate an environment encouraging students to tackle challenges as problem solvers. This connection between challenges and strategies highlights the worth of increased dedication and the importance of working by exploring innovative approaches and refining methods. Through this process, students enhance their potential for future achievements.

In addition, the findings demonstrated that engagement significantly impacts self-esteem. This resonates with Pontz's (2019) study which emphasizes that when educators and families collaborate to bolster student accomplishments, learners achieve higher grades, maintain regular school attendance, and enroll in more advanced courses. This partnership also nurtures more outstanding student motivation. Adolescents uphold loftier educational aspirations and experience reduced dropout rates. Students with involved parents exhibit better attendance and completion of homework assignments. Students cultivate crucial social and emotional skills like self-awareness, relationship-building, and responsible decision-making. Parents can participate within the school context by assisting with events and activities or by communicating with teachers. Additionally, they can contribute at home in various ways, such as guiding their children in managing homework and other commitments and engaging in conversations about educational values and attitudes.

Moreover, the research revealed that satisfaction holds a noteworthy sway over self-esteem. This is linked to Sibai et al. (2021) findings in the educational domain, where service quality is a pivotal influencer of its effectiveness. Within the extant literature focusing on service quality in higher education, numerous facets emerge including staff competence, institutional reputation, teaching methodologies of tutors and lecturers, reliability, tangibility, responsiveness, resource adequacy, administrative services, and support services attitudes, among other factors.

Lastly, the research indicated that student safety and overall well-being significantly impact self-esteem. This aligns with Dix et al.'s (2020) assertion that safeguarding student well-being, ensuring safety, and fostering resilience are pivotal in averting and mitigating the repercussions of mental health issues. Schools hold a crucial responsibility in enhancing student well-being. Nonetheless, the effectiveness of well-being programs within schools, especially regarding their influence on students' safety, overall well-being, and academic achievements, lacks substantial evidence. Few systematic reviews address academic outcomes, and existing reviews about well-being are often limited in scope.

Conclusion

Based on the findings from the study, conclusions can be drawn in this section. The assessment of school quality indicates a high level in categories such as standards-based learning, quality student support, professionalism and system capacity, coordinated teamwork, responsiveness of the system, focused and sustained action, involvement, satisfaction, and student safety and well-being. The overall mean for school quality among learners is 4.21, indicating a very high level. This suggests that the different domains of school quality were exceptionally high at Compostela National High School.

Similarly, the evaluation of self-esteem reveals a high level in the domains of internal locus of control, sense of belonging and acceptance, and sense of competence. The overall mean for self-esteem is 3.89, signifying a high level. This indicates that the various aspects of self-esteem were notably elevated at Compostela National High School.

A noteworthy relationship exists between school quality and self-esteem. This suggests that the elements comprising school quality including standards-based learning, quality student support, professionalism, system capacity, coordinated teamwork, system responsiveness, focused and sustained action, involvement, satisfaction, and student safety and well-being, significantly impact the self-esteem of learners.

Recommendation

Based on the information and findings discussed earlier, the following suggestions are proposed. According to the findings presented in Table 1.6, schools should assist students in solving challenging problems and encourage them to express their emotions constructively toward others. Vice versa, influential personalities should also express when learners do good and quality work. According to the data in Table 2.3, schools should develop programs that allow students to confidently demonstrate and share their skills, talents, and knowledge. This will help them feel that they are valued equally to their peers. As educators, it is important to display a positive attitude toward students and prioritize their well-being. This includes implementing effective programs that can enhance their academic achievements. Ensuring their safety and welfare should also be a top priority.

Furthermore, it is recommended that DepEd officials should introduce programs, additional facilities, and activities for teachers, parents, society/other stakeholders, and the said institution to ignite and improve the school quality and self-esteem of the learners. Likewise, the school heads should regularly monitor the programs, facilities, and activities to ensure that all are actively engaged. It is imperative to establish an open dialogue among the school head, teachers, parents, students, and stakeholders to cultivate robust partnerships in education. This is the only way to achieve more favorable learning practices in school, and it must be prioritized above all else. Withal, it is recommended that students should continue their high level of self-esteem through active engagement in school quality. Also, schools should remain or beat the high level of school quality to ensure a greater propensity of experiencing success in the future.

Finally, upcoming researchers can initiate further exploration into the research's breadth by incorporating additional variables beyond those covered in this study. Alongside the discussed indicators, they can consider including other factors influencing self-esteem.

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