

THE ROLE OF SELF-ESTEEM IN ACADEMIC SUCCESS AND MENTAL HEALTH AMONG WORKING STUDENTS

ABSTRACT

AUTHORS

Angel Bea Banda
Josephine Rose Boyo
Kynna Descutido
Kyla Laine Panganiban
Edriane Visto

RESEARCH ADVISER

Michael Bersamin, LPT

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Psychology

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This study investigates the role of self-esteem in influencing academic success and mental health, with a specific focus on working students who face distinct challenges in managing academic responsibilities alongside employment. Given the dual pressures of work and study, self-esteem may serve as a critical factor in shaping both academic outcomes and psychological well-being. The research seeks to determine whether there is a significant relationship between self-esteem and academic success, as well as between self-esteem and mental health, among working students. The study aims to answer the following research questions: (1) Is there a significant relationship between self-esteem and academic success among working students? and (2) Is there a significant relationship between self-esteem and mental health among working students? A quantitative correlational research design was employed to examine the relationships between self-esteem, academic success, and mental health among working students. The study involved a sample of 100 working students from the Psychology Department of Bestlink College of the Philippines. To measure self-esteem, the Rosenberg Self-Esteem Scale (RSES) was utilized, while mental health was assessed using the General Health Questionnaire-12 (GHQ-12). Academic success was evaluated based on each participant's General Weighted Average (GWA). Data were analyzed using appropriate statistical techniques to determine the strength and significance of the correlations among the variables. The findings revealed a weak negative correlation between self-esteem and academic success, with a p-value of 0.15, indicating that the relationship was not statistically significant. In contrast, a stronger and statistically significant relationship was observed between self-esteem and mental health. Students with higher self-esteem tended to report more positive mental health outcomes, whereas those with lower self-esteem were more likely to experience adverse psychological effects. This relationship yielded a p-value of 0.00, confirming its statistical significance. This study underscores the critical role of self-esteem in supporting the mental health of working students. While the findings indicate that self-esteem has a limited impact on academic success, its significant influence on mental health highlights the need for targeted interventions. Academic institutions and mental health professionals are encouraged to develop and implement programs aimed at enhancing self-esteem as a means of promoting psychological well-being among working students. By addressing this key factor, institutions can contribute to the overall wellness and academic persistence of this vulnerable student population.

RECOMMENDED CITATION

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