

SELF-ESTEEM OF FACULTY MEMBERS OF BESTLINK COLLEGE OF THE PHILIPPINES, QUEZON CITY

ABSTRACT

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This study aimed to assess the self-esteem levels of faculty members at Bestlink College of the Philippines, Quezon City. It explored key factors influencing self-esteem, including identity, competence, belongingness, security, and purpose. The research also examined the impact of demographic variables such as age, gender, department affiliation, and years of teaching experience on faculty members' self-esteem. A comparative research design was employed in this study. Data were collected from 85 faculty members using a structured questionnaire based on a 4-point Likert scale. Surveys were administered through various methods—on-campus, online platforms, and face-to-face interactions—during the 2024–2025 academic year. The data were analyzed using statistical tools such as frequency analysis, weighted mean, T-tests, and ANOVA to identify patterns and relationships. The results revealed that among the five factors, identity scored the highest self-esteem level with a mean of 3.58, while security received the lowest at 3.06. Demographic variables such as age, gender, and department affiliation did not significantly influence self-esteem levels. However, years of experience showed a notable impact—faculty members with five or more years of experience exhibited significantly higher self-esteem compared to those with fewer years of service. This study contributes to a deeper understanding of the self-esteem levels among faculty members and the factors that influence them. It underscores the significant role of teaching experience in enhancing self-esteem and suggests that institutional support, job security, and professional development initiatives can further promote faculty well-being. The findings advocate for future efforts aimed at addressing self-esteem-related challenges and fostering a more supportive, empowering work environment for educators.

RECOMMENDED CITATION

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