

# Self-Esteem, Self-Determination and Academic Performance Among High School Students

Rosdy N. Lazaro<sup>1\*</sup>, Aime P. Astejada<sup>2</sup>, Kein Lei G. Azul<sup>3</sup>, Ianella L. Ojano<sup>4</sup>  
Marites P. De Leon<sup>5</sup>, Rodimel L. Albarracin<sup>6</sup>  
<sup>1,2,3,4,5</sup>Southern Luzon State University-Polillo Campus  
<sup>6</sup>Pollilo National High School, DepEd, Region IV-A

[lazarorosdy@gmail.com](mailto:lazarorosdy@gmail.com)<sup>1\*</sup>, [padilladaastejadaaime@gmail.com](mailto:padilladaastejadaaime@gmail.com)<sup>2</sup>,  
[keinleigunioazul@gmail.com](mailto:keinleigunioazul@gmail.com)<sup>3</sup>, [ianellaojano068@gmail.com](mailto:ianellaojano068@gmail.com)<sup>4</sup>, [mpdeleon@slsu.edu.ph](mailto:mpdeleon@slsu.edu.ph)<sup>5</sup>,  
[rodimel.albarracin@deped.gov.ph](mailto:rodimel.albarracin@deped.gov.ph)<sup>6</sup>

**Abstract** – Despite the recognized importance of academic performance to be a significant predictor of future success, many high school students still have difficulty finishing school tasks on time. This problem raises questions regarding the internal factors—specifically, self-esteem and self-determination—that impact student accomplishment. Developing successful teaching methods requires an understanding of how these psychological factors impact academic achievement. Students in Grades 11 and 12 at Polillo National High School in the Philippines participated in this study, which used a quantitative descriptive-correlational methodology to investigate the relationship between self-determination, self-esteem, and academic performance. Findings revealed that students demonstrated moderate levels of both self-esteem ( $M = 2.79$ ,  $SD = 0.37$ ) and self-determination ( $M = 2.79$ ,  $SD = 0.37$ ), along with good academic performance ( $M = 3.11$ ,  $SD = 0.48$ ). Grade level significantly influenced self-esteem ( $p = .001$ ) and self-determination ( $p = .000$ ), while sex showed no significant difference in self-esteem ( $p = .588$ ) but did in self-determination ( $p = .031$ ). Age had no significant effect on either variable. Correlational analysis showed a moderate positive relationship between self-esteem and academic performance ( $r = 0.40$ ,  $R^2 = 0.16$ ) and a strong positive relationship between self-determination and academic performance ( $r = 0.61$ ,  $R^2 = 0.37$ ), both statistically significant ( $p = .000$ ). These results support Covington's Self-Worth Theory and Deci and Ryan's Self-Determination Theory, emphasizing that enhancing self-worth and intrinsic motivation can improve student outcomes. School-based interventions that strengthen self-esteem and self-determination may be crucial in fostering better academic performance among senior high school students.

**Keywords:** Self-esteem, self-determination, academic performance, high school students.

## I. INTRODUCTION

Despite the recognized significance of academic performance in forecasting future success, numerous high school students continue to encounter difficulties in timely

completion of academic tasks. Research indicates several related issues, such as insufficient self-determination, diminished self-esteem, and cognitive challenges in comprehending assignments. De-La-Cruz et al. (2022) underscored that academic achievement is vital to the learning process and a student's future prospects. In a similar vein, Shi and Qu (2022) identified a robust positive correlation between task completion and academic achievement, whereas Gutierrez Albarico et al. (2023) observed that academic performance is affected by internal abilities, which are frequently obscure and challenging to quantify. Research indicates that students find academic tasks less enjoyable compared to other daily activities (Umarji et al., 2021), and the relationship between ability and academic performance may be weak (Grace & Mamolo, 2021), implying that factors beyond skill level—such as motivational and emotional variables—are significant contributors.

This highlights a research gap, especially in relation to Polillo National High School. Although previous research has underscored the significance of academic performance and its relationship with ability (Rani et al., 2024; Kaur & Prajapati, 2022), limited studies have rigorously investigated the interplay between self-esteem (Tindle et al., 2022) and self-determination (Hasniza et al., 2023)—as pivotal internal motivators—and their impact on academic outcomes in high school environments. The interaction of these psychological variables is insufficiently examined (Casiraghi et al., 2022) in local contexts, especially in remote or rural institutions such as Polillo National High School, where pupils encounter distinct socio-economic and educational obstacles.

To rectify the identified research gap, this study aims to achieve the following objectives: (1) To determine the level of the respondents' self-esteem, self-determination, and academic performance; (2) To differentiate the significant differences in self-esteem and self-determination based on students' age, sex, and grade level; (3) To ascertain the significant correlation between self-esteem and academic performance among high school students; and (4) To establish the significant correlation between self-determination and academic performance among high school students. These objectives align with Martin Covington's theory of self-worth and Self-Determination theory of Edward Deci and Richard Ryan. Comprehending the influence of self-esteem and self-determination on academic achievement within this particular demographic might yield significant insights for school-based interventions, guiding initiatives, and policy formulation.

## II. LITERATURE REVIEW

### Academic Performance

In this study, academic performance is defined as the pupils' capacity to execute or complete academic tasks. It relates to the academic performance of the senior high school students. Moreover, according to the study of Zhang et al. (2024) academic performance is described as the knowledge and skills gained in a school topic, as measured by test scores. However, academic performance can be predicted by a broad array of multiple variables in high school students (Dubuc et al., 2022).

For an instance, homework completion and academic achievement positively influence each other, with motivation and effort playing crucial roles in both (Avcı & Özgenel, 2024).

Social support moderates the relationship between self-efficacy and performance (Lei et al., 2022), while respect for student autonomy positively affects achievement (Avcı & Özgenel, 2024). Self-control regulates the impact of certain cognitive abilities on performance (Shi & Qu, 2021). These studies highlight the complex, multifaceted nature of academic performance prediction in high school students.

Additionally, the study of Palardy (2019) displayed how students' non-academic traits—such as attitude, social-emotional skills, and school involvement—affect their performance. The study found that traits like cooperation, responsibility, belongingness, focus, and good behavior strongly influence academic success. This highlights the role other non-academic variables and suggests schools should promote these non-academic skills to enhance overall academic outcomes.

### **Self-Esteem**

Self-esteem denotes an individual's comprehensive assessment of their own value, encompassing both cognitive and emotional dimensions. Yu et al. (2022) discovered that self-esteem substantially influences students' academic performance. Their research indicated that the majority of participants had low self-esteem, self-doubt, anxiety, hesitation to act, and endured both physical and emotional stress. However, the strength of this relationship may vary, as one study reported only a weak correlation between self-esteem and academic performance (Vacalares et al., 2023). Nonetheless, self-esteem is crucial for personal development, especially in meeting learning obligations and engaging in collaborative endeavors. Owens (2022) assert that students with elevated self-esteem typically exhibit a favorable self-image and offer diverse talents that enhance a dynamic learning environment.

Conversely, Vacalares et al. (2023) identified a poor association between self-esteem and academic achievement, although underscored the necessity of viewing self-esteem as a determinant of student success. This indicates the significance of interventions that promote positive self-esteem to improve motivation and engagement. Furthermore, Putri et al. (2023) observed that self-esteem is intricately linked to confidence, which can influence academic results. Students possessing elevated self-esteem, regardless of their performance level, exhibit greater confidence in their capacity for improvement, whereas high-achieving students with diminished self-esteem may encounter difficulties in advancement due to a deficiency in self-belief (Low et al., 2022).

### **Self-Determination**

According to Yengkopiong (2025), self-determination in secondary school students significantly influences their intrinsic motivation and engagement in studying. A research vacuum exists in examining the specific conditions under which students sense relatedness and belongingness in diverse learning environments. Nevertheless, self-determination has a diminished degree among high school students, suggesting that this aspect requires greater emphasis in the educational process, particularly for pupils in Grade 10 and Grade 12 (Reeve

et al., 2023).

Furthermore, Fawor et al. (2023) assert that self-determination is a pivotal component of mental health recovery and a predictor of positive outcomes, underscoring its importance in fostering self-motivation for recovery and improving overall mental health results. Furthermore, Hasniza et al. (2023) demonstrate a strong beneficial impact of self-determination on the academic motivation of high school students, aligning with the idea that self-determination is a multidimensional construct that significantly influences students' learning motivation.

### III. MATERIALS AND METHODS

1. **Research Design:** This study used a quantitative, descriptive-correlational methodology to examine the relationships between self-esteem, self-determination, and academic performance among senior high school students. The quantitative method enables the collection and analysis of numerical data to obtain objective conclusions. The descriptive section delineates the demographic attributes of respondents, encompassing sex, age, and grade level, whereas the correlational component investigates the strength and direction of the relationships among the principal variables, ascertaining whether heightened self-esteem and self-determination correlate with enhanced academic performance. This strategy clarifies current conditions and assesses relationships without modifying variables.
2. **Participants/Data Sources:** This study involved Grade 11 and Grade 12 students from Polillo National High School in the Philippines, enrolled in the 2023–2024 academic year, with 136 students from Grade 11 and 72 from Grade 12, resulting in a total of 208 participants. The researchers employed a simple random sampling method to guarantee that each student had an equal probability of selection, so reducing selection bias and improving the trustworthiness of the findings. Inclusion and exclusion criteria were established: to qualify for inclusion, respondents must be presently enrolled in Grade 11 or 12; students with a history of frequent absence were excluded from the study to maintain data accuracy and consistency.
3. **Tools and Instruments:** This research employed standardized questionnaires to assess the principal variables. The (1) 10-item Rosenberg Self-Esteem Scale (Rosenberg, 1965) and the (2) 18-item American Institutes for Research (AIR) Self-Determination Scale, were utilized to assess students' self-determination, emphasizing their strengths and areas for enhancement. Additionally, the researchers utilized the (3) Academic Performance Scale, comprising 8 items aimed at assessing students' levels of academic achievement. Such scale was developed by McGregor et al. (2023) which mentioned in the study of Keerthana and Nayak (2024).
4. **Procedures:** Prior to data collection, the researchers submitted a request letter to the Principal of Polillo National High School and secured an endorsement letter from the institution's Research Coordinator affirming topic approval. Following approval, questionnaires were sent alongside a detailed informed consent form outlining the study's objectives, confidentiality, and voluntary participation. Data were subsequently gathered in a methodical and polite manner.

5. **Analysis Techniques:** The researchers employed the Statistical Package for the Social Sciences (SPSS) to assess the data and implement suitable statistical methods. Descriptive statistics, including mean and standard deviation, were employed to assess the respondents' self-esteem, self-determination, and academic success. An Independent t-test was used to ascertain significant variations in self-esteem and self-determination based on age, sex, and grade level. The Pearson correlation coefficient (Pearson r) was employed to assess the significant association between the independent variables (self-esteem and self-determination) and the dependent variable (academic performance), measuring the intensity and direction of these relationships.

#### IV. RESULTS AND DISCUSSION

##### Summary of Descriptive Analysis

This subsection explored the level of the respondents' self-esteem, self-determination, and academic performance.

**Table 1**  
 Mean, Standard Deviation (SD), Scaled Response, and Verbal Interpretation (VI)

Key Variables	Mean	SD	Scaled Response	VI
Self-esteem	2.79	0.37	Agree	Moderate
Self-determination	2.81	0.39	Agree	Moderate
Academic performance	3.11	0.48	Agree	Good

Table 1 reveals that the respondents have a moderate level of both self-esteem (M = 2.79, SD = 0.37) and self-determination (M = 2.79, SD = 0.37), suggesting that while students generally have a positive view of themselves and some motivation toward their goals, there is still room for growth in both areas. Their academic performance is rated as good (M = 3.11, SD = 0.48), indicating satisfactory achievement. The implication is that students with moderate self-esteem and self-determination are able to perform reasonably well, but enhancing these internal factors may lead to even better academic outcomes. This highlights the importance of school-based programs that nurture self-belief and motivation to further support student success.

Literature indicates that students typically possess a favorable self-perception and drive towards their objectives; hence, augmenting their self-esteem can improve academic achievement (Hendry et al., 2022; Syahfira et al., 2023). Similarly, augmenting students' self-determination may enhance academic achievement as well as cultivate their daily life skills and dispute resolution capabilities (Abed et al., 2022). This corresponds with Aggarwal et al. (2021) findings that enhancing non-academic attributes—such as responsibility, concentration, and a sense of belonging—can substantially improve students' overall academic performance.

### Summary of T-test Analysis

This subsection explored the significant difference on self-esteem and self-determination in terms of age, sex, and grade level.

**Table 2**  
 Self-Esteem and Self-Determination Considering the Respondents' Demographic Profile

Demographic Profile		Self-Esteem		VI	Self-Determination		V
		<i>t</i> -test	<i>p</i> -value		<i>t</i> -test	<i>p</i> -value	
<b>Sex</b>	Male			Not Significant			Not Significant
	Female	.524	.588	Significant	2.175	.192	Significant
<b>Age</b>	17 yrs. old & below	-1.428	.157	Not Significant	-1.309	.031	Significant
	18 yrs. old & above			Significant			
<b>Grade Level</b>	Grade 11	- 3.470	.001	Significant	-4.631	.000	Significant
	Grade 12						

If  $p < 0.05$ , reject the null hypothesis, while if  $p \geq 0.05$ , accept.

Table 2 presents the outcomes of the independent samples t-tests performed to investigate variations in self-esteem and self-determination categorized by sex, age, and grade level. The inclusion of only two categories for each demographic variable rendered post hoc analysis superfluous. The results indicate that grade level significantly affected both self-esteem ( $p = .001$ ) and self-determination ( $p = .000$ ), demonstrating substantial differences between students in Grade 11 and Grade 12. Sex did not demonstrate a significant difference in self-esteem ( $p = .588$ ); nevertheless, a significant difference was observed in self-determination ( $p = .031$ ), indicating that male and female students may differ in their motivation or goal-setting ability. Age, however, did not exhibit a statistically significant effect on either variable, as evidenced by p-values over .05. These findings indicate that grade level and gender may significantly influence students' self-perception and motivation, thereby guiding the development of targeted support and interventions.

Abuzar and Purwandari (2024) support the findings on self-esteem and the demographic profile of the respondents by stating that students, regardless of gender, who have higher self-esteem perform better academically, which is consistent with the finding that sex had no significant effect on self-esteem. The notable variation across grade levels, however academic self-esteem becomes increasingly important in higher grades, particularly in the presence of negative experiences (Zhao et al., 2021). The study's findings on the relationship between sex and self-determination further support Al-Hendawi's (2022) emphasis on the value of creating a supportive school environment, underscoring the necessity of increasing students' internal motivation to enhance behavior and school adjustment.

In relation to self-determination, these results corroborate Alova & Calanza-Alova (2022) study on self-determination, which found that Grade 12 students' performance varied significantly depending on their sex and academic strand. The age result, however, literature support no evidence of a substantial relationship between academic performance and age (Selina et al., 2024). This implies that although self-esteem and self-determination may be influenced by sex and grade level, age may not be a reliable indicator of these academically connected characteristics on its own (Owusu et al., 2024).

### Summary of Correlational Analysis

This subsection explored the relationship between the independent variables such as Self-esteem and self-determination and the dependent variable which is the academic performance.

**Table 3**  
 Relationship Between Key Variables

Key Variables Value	Pearson $r$	Correlation	Probability	Significance
Self-Esteem and Academic	0.40	Moderately Positive	0.000	0.05 <b>Significant</b>

Performance				
Self-Determination and Academic Performance	0.61	High Positive	0.000	0.05 <b>Significant</b>

*If  $p < 0.05$ , reject the null hypothesis, while if  $p \geq 0.05$ , accept.*

Table 3 shows the correlation findings, indicating that self-esteem and self-determination are highly linked to academic achievement. Self-esteem exhibits a moderate positive link with academic achievement ( $r = .40, p < .001$ ), suggesting that pupils with elevated self-esteem generally get superior academic results. Self-determination exhibits a strong positive link with academic success ( $r = .61, p < .001$ ), indicating that individuals with greater self-determination are more inclined to excel in their studies. The data indicate that although both self-esteem and self-determination affect students' academic outcomes, self-determination exerts a more significant influence. This underscores the significance of cultivating students' intrinsic desire, goal setting, and tenacity, in conjunction with promoting positive self-esteem, inside academic assistance programs and interventions.

These results are consistent with those of Supervía et al. (2023) who highlighted the critical role that self-esteem plays in all secondary schools, and Subon, Unin, and Sulaiman's (2020) study, which verified a strong association between students' academic performance and their self-esteem. Furthermore, research emphasizes that poor self-esteem is frequently caused by detrimental elements like verbal bullying, which can impair students' academic performance and underscore the necessity of therapies that foster a positive self-image (Pardede et al., 2021).

Additionally, Bureau et al. (2021), who discovered that self-determination motivation greatly improves academic achievement, and Zhou and Ahmad (2025), who emphasized its influence on students' motivation and engagement, both support the strong correlation between self-determination and academic success. Collectively, these findings lend credence to the idea that high school students' academic performance and general well-being can be significantly enhanced by encouraging both self-esteem and self-determination.

## V. CONCLUSION

In conclusion, this study sought to investigate the connection between academic achievement, self-determination, and self-esteem among senior high school students in rural and isolated locations, with an emphasis on the ways in which these internal characteristics differ by grade level, sex, and age. The findings showed that grade level and sex had a major impact on students' academic success, while self-esteem and self-determination also play a significant effect. These results support Covington's Self-Worth Theory and Deci and Ryan's Self-Determination Theory, stressing the importance of meeting students' psychological requirements assert that academic performance is significantly positively correlated with intrinsic motivation, which is fueled by interest and curiosity. However, because the study only included children from one school, its sample size and location are limited, which could have an impact on how broadly the findings can be applied. However, the study emphasizes the importance of school-based treatments that foster self-worth and motivation, especially for

students in underserved communities.

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Create focused intervention programs that boost self-esteem and self-determination, especially for students in rural and isolated locations.
2. Incorporate self-concept and motivation-boosting exercises, such as goal-setting seminars, mentorship programs, and self-reflection exercises that correspond with students' developmental phases, into the senior high school curriculum.
3. To provide equal academic support and opportunity, implement gender-sensitive support systems that consider the disparities in self-determination between male and female students.
4. To promote classroom environments that enhance autonomy, competence, and relatedness in accordance with Self-Determination Theory, support teacher training and capacity growth.
5. To improve the findings' generalizability and validate the findings across various student populations, do additional study using a larger and more varied sample that includes several schools and geographical areas.

#### **AUTHORS' CONTRIBUTIONS**

Author 4 provided overall supervision of the study as the research adviser, while Authors 1, 2, and 3 were primarily responsible for writing the original draft, revising the manuscript, collecting data, and securing funding for the research. Author 5 led the data analysis, and interpretation of results. All remaining tasks—including conceptualization, methodology, investigation—were collaboratively undertaken by all authors. Both authors have read and approved the final version of the manuscript.

#### **ACKNOWLEDGEMENT**

The acknowledgment section is optional. It provides space to formally recognize individuals, institutions, or organizations that contributed to the research but do not meet the criteria for authorship. It reflects professional courtesy and ethical transparency. If there is no one to acknowledge, this section may be omitted.

#### **REFERENCES**

- Abed, E. H., Shafaroodi, N., Zareiyan, A., Akbarfahimi, M., & Parand, A. (2022). The Effect of Self-Determination Activities on communication and interaction skills and academic Success (Grade point Average) of students at Risk of Emotional-Behavioral Disorders: a randomized controlled trial. *Medical Journal of the Islamic Republic of*

Iran. <https://doi.org/10.47176/mjiri.36.119>

- Abuzar, M., & Purwandari, E. (2024). Self-Esteem Matters: Examining its Impact on Academic Achievement in the Context of Gender and Age Diversity in Higher Education. *Indonesian Journal of Social Research (IJSR)*, 6(2), 156. <https://doi.org/10.30997/ijrs.v6i2.473>
- Aggarwal, D., Mittal, S., & Bali, V. (2021). Significance of Non-Academic Parameters for predicting student performance using ensemble learning techniques. *International Journal of System Dynamics Applications*, 10(3), 38–49. <https://doi.org/10.4018/ijdsda.2021070103>
- Al-Hendawi, M. (2022). Self-esteem and behavioral problems of adolescents: the mediating role of school adjustment. *Cypriot Journal of Educational Sciences*, 17(11), 4246–4258. <https://doi.org/10.18844/cjes.v17i11.7951>
- Avcı, S., & Özgenel, M. (2024). Homework completion and academic achievement: A multilevel study in high school settings. *The Journal of Educational Research*, 1–18. <https://doi.org/10.1080/00220671.2024.2431680>
- Bureau, J. S., Howard, J. L., Chong, J. X. Y., & Guay, F. (2021). Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations. *Review of Educational Research*, 92(1), 46–72. <https://doi.org/10.3102/00346543211042426>
- Casiraghi, B., Boruchovitch, E., & Da Silva Almeida, L. (2022). Psychological variables and their impact on academic achievement in higher education. *Revista Brasileira De Educação*, 27. <https://doi.org/10.1590/s1413-24782022270064>
- Davis, D. (2015). Making positive impacts on self-determination via the national center and state collaborative initiative. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 5(3), 2602–2608. <https://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/special-issue-volume-5-2015/Making-Positive-Impacts-on-Self-Determination-via-the-National-Center-and-State-Collaborative-Initiative.pdf>
- De-La-Cruz, P., Rojas-Coaquira, R., Vega-Huerta, H., Pérez-Quintanilla, J., & Lagos-Barzola, M. (2022). A Systematic review regarding the prediction of academic performance. *Journal of Computer Science*, 18(12), 1219–1231. <https://doi.org/10.3844/jcsp.2022.1219.1231>
- Dubuc, M., Aubertin-Leheudre, M., & Karelis, A. D. (2022). Predictors of Academic Performance in High school Students: The Longitudinal ASAP Study. *International Journal of Exercise Science*, 15(4). <https://doi.org/10.70252/zazq9758>
- Fawor, J., Hancock, N., Scanlan, J. N., & Hamilton, D. E. (2023). Supporting self-determination in mental health recovery: Strategies employed by occupational therapists. *Australian Occupational Therapy Journal*, 71(1), 88–

101. <https://doi.org/10.1111/1440-1630.12913>

- Hasniza, H., Romar, R., & Yanti, I. (2023). The causal relationship between self-determination and academic motivation among high-school students in Banda Aceh. *FORUM PAEDAGOGIK*, 13(2), 208–219. <https://doi.org/10.24952/paedagogik.v13i2.6296>
- Hendry, G., Wilson, C., & Gilmour, E. (2022). 'If I do well I feel on top of the world': Investigating the impact of psychology students' academic achievement on self-esteem. *Psychology Teaching Review*, 28(1), 47–58. <https://doi.org/10.53841/bpsptr.2022.28.1.47>
- Kaur, G., & Prajapati, P. (2022). Academic achievement in relation relation to cognitive ability among secondary school students. *Scholarly Research Journal for Humanity Science & English Language*, 10(52). <https://doi.org/10.21922/srjhsel.v10i52.11520>
- Keerthana, M., & Nayak, M. (2024). Exploring the Relationship Between Hope, Academic Performance Among College Students. *International Journal for Multidisciplinary Research (IJFMR)*, 6(4), 1–11. <https://www.ijfmr.com/papers/2024/4/24592.pdf>
- Lei, W., Wang, X., Dai, D. Y., Guo, X., Xiang, S., & Hu, W. (2022). Academic self-efficacy and academic performance among high school students: A moderated mediation model of academic buoyancy and social support. *Psychology in the Schools*, 59(5), 885–899. <https://doi.org/10.1002/pits.22653>
- Low, A. a. Y., Hopper, W. J. T., Angelescu, I., Mason, L., Will, G., & Moutoussis, M. (2022). Self-esteem depends on beliefs about the rate of change of social approval. *Scientific Reports*, 12(1). <https://doi.org/10.1038/s41598-022-10260-6>
- Owens, K. (2022). Six Myths about Self-Esteem. *Journal of Invitational Theory and Practice*, 4(2). <https://doi.org/10.26522/jitp.v4i2.3888>
- Owusu, S. K., Zimpa, J. B., Atta, F. A., & Darling, M. (2024). Evaluating the Impact of AI-Personalized Learning Systems in Higher Education; Examining how They Affect Academic Performance across Different Age Groups at Kumasi Technical University. *Journal of Artificial Intelligence Machine Learning and Neural Network*, 45, 19–29. <https://doi.org/10.55529/jaimlenn.45.19.29>
- Pardede, J. A., Huda, A., Saragih, M., & Simamora, M. (2021). Verbals bullying related to self-esteem on adolescents. *Jendela Nursing Journal*, 5(1), 16–22. <https://doi.org/10.31983/jnj.v5i1.6903>
- Putri, N. D. A., Arroyandy, N. M. J., Chairunissa, N., Izzatunissa, N. R., & Ihsanudin, N. M. (2023). Self esteem and the level of confidence in students. *Journal of Psychology and Social Sciences*, 1(3), 108–114. <https://doi.org/10.61994/jpss.v1i3.101>

- Rani, J., Vibha, V., & Ankita, A. (2024). Relationship between problem solving ability and academic performance in college students-A review. *Indian Journal of Applied Research*, 20–21. <https://doi.org/10.36106/ijar/8700786>
- Reeve, J., Jang, H., Cheon, S. H., Moss, J. D., Ko, H., & Jang, H. (2023). Extending self-determination theory's dual-process model to a new tripartite model to explain diminished functioning. *Motivation and Emotion*, 47(5), 691–710. <https://doi.org/10.1007/s11031-023-10019-0>
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press. [https://backend.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self\\_Measures\\_for\\_Self-Esteem\\_ROSENBERG\\_SELF-ESTEEM.pdf](https://backend.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf)
- Rulida, D. O., Cano, J. C., & Andrin, G. R. (2024). Non-Cognitive Skills as Correlates to Academic Performance among Senior High School Students. *International Journal of Science and Management Studies (IJSMS)*, 222–249. <https://doi.org/10.51386/25815946/ijms-v7i1p131>
- Selina, H., Anggraini, T., Konoralma, R. A., Setiawan, A. W., Vindramekka, R. A., Satya, H. A., & Wibowo, S. S. (2024). Dissecting the relationship between study time, gender, and age: A Holistic approach to understanding Academic performance in contemporary education. *International Journal of Health Literacy and Science*, 2(2), 37–42. <https://doi.org/10.60074/ihelis.v2i2.78>
- Shi, Y., & Qu, S. (2021). Cognitive Ability and Self-Control's influence on high school students' comprehensive academic performance. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.783673>
- Supervía, P. U., Bordás, C. S., Basterretxea, J. J., & Cosculluela, C. L. (2023). Influence of Psychological Variables in Adolescence: The Mediating Role of Self-Esteem in the Relationship between Self-Efficacy and Satisfaction with Life in Senior High School Students. *Social Sciences*, 12(6), 329. <https://doi.org/10.3390/socsci12060329>
- Syahfira, L. L., Muwakhidah, M., Juniar, Z., & Rahmawati, T. (2023). Pengaruh self esteem terhadap prestasi belajar siswa SMA. *Jurnal Pembelajaran Bimbingan Dan Pengelolaan Pendidikan*, 3(6), 443–449. <https://doi.org/10.17977/um065v3i62023p443-449>
- Tindle, R., Hamza, E. G. A., Helal, A. A., Ayoub, A. E. A., & Moustafa, A. A. (2022). A scoping review of the psychosocial correlates of academic performance. *Review of Education*, 10(3). <https://doi.org/10.1002/rev3.3371>
- Umarji, O., McPartlan, P., Moeller, J., Li, Q., Shaffer, J., & Eccles, J. (2021). The motivational system of task values and anticipated emotions in daily academic behavior. *Motivation and Emotion*, 45(5), 599–616. <https://doi.org/10.1007/s11031->

021-09898-y

- Vacalares, S. T., Ocliaman, J., & Maglangit, J. M. (2023). The Self-Esteem and Academic Performance in Purposive Communication class at the tertiary level. *International Journal of Research and Review*, 10(6), 62–69. <https://doi.org/10.52403/ijrr.20230609>
- Yengkopiong, J. P. (2025). The Way Forward for Secondary School Students: The role of Self-Determination Theory and Intrinsic Motivation. *East African Journal of Education Studies*, 8(1), 288–299. <https://doi.org/10.37284/eajes.8.1.2643>
- Yu, W., Qian, Y., Abbey, C., Wang, H., Rozelle, S., Stoffel, L., & Dai, C. (2022). The role of Self-Esteem in the academic performance of rural students in China. *International Journal of Environmental Research and Public Health*, 19(20), 13317. <https://doi.org/10.3390/ijerph192013317>
- Zhang, F., Erwin, H., & Beighle, A. (2024). Measurement Instruments When Comparing academic performance and Physical activity: A Comprehensive Systematic review. *Journal of School Health*. <https://doi.org/10.1111/josh.13521>
- Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). Self-Esteem and academic engagement among Adolescents: a Moderated mediation model. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.690828>
- Zhou, F., & Ahmad, R. a. H. R. (2025). The Impact of Learning Motivation on Students' Academic Performance: A Self-Determination Theory Perspective. *Journal of Education, Humanities, and Social Research*, 2(1), 155–163. <https://doi.org/10.71222/p1ck9h68>