

Sense of Belonging and Self-Esteem of High School Students in a Catholic College

Maria Madelyn D. Suan, MSLT¹ and Celso I. Magallanes²

¹St. Anthony's College, San Jose, Antique, Philippines

²University of Negros Occidental-Recoletos, Bacolod City, Philippines

Article history

Submitted: 10 July 2020

Revised: 28 October 2020

Accepted: 12 November 2020

Keywords

Guidance and Counseling

Belongingness

Self-Esteem

Junior High School Students

Catholic School

Descriptive-Correlational

Antique

Introduction. A sense of belonging in the cycle of teaching and learning is important to students because if they understand acceptance into the program, they will feel more inspired, more successful, and more driven. Students understand the value of school activities in a supportive and warm atmosphere that provides a sense of belonging and acceptance (Peter, Peter, & Catapan, 2016). Moreover, it is a vital necessity for every individual. The sense of belonging for schools is about achievement, suggesting that the benefit of fulfilling this need is generally higher, reaching the students. Therefore, students who do not fulfill their needs for possessions will also have lower self-esteem (Strudwicke, 2000). According to Agathangelou (2014), low self-esteem is often associated with depression. Low self-esteem can lead to depression, and depression lowers self-esteem. Hence, the paper

describes the extent of belongingness and level of self-esteem of high school students of a Catholic college in Antique during the school year 2019-2020. Likewise, this paper explored the relationship between the students' demographics and their sense of belongingness and self-esteem.

Methods. A descriptive-comparative and correlational research design was used to assess the extent of belongingness and level of self-esteem of Junior high school students of a Catholic college in the Diocese of Antique during the school year 2019-2020. Using stratified random sampling, 289 students participated in the study. The data were gathered using standardized questionnaires devised by Hoffman, Richmond, Morrow, and Salomone (2003) and Rosenberg (1965). Mean, Standard Deviation, Mann Whitney U test, Kruskal-Wallis, and Spearman rank correlation were used to analyze the data.

Results. The findings of the study revealed that the students demonstrated a high extent of belongingness with peer support as the highest and isolation as the lowest areas. When grouped according to demographics, Junior high school students also showed a high sense of belongingness regardless of sex, grade level, religion, academic performance, and family monthly income. Furthermore, no significant difference was found in the level of belongingness of high school students in terms of class comfort and faculty support when they were grouped according to sex. There was a significant difference noted in the level of belongingness in terms of peer support and isolation when they were grouped according to sex. A significant difference was noted in the level of belongingness in terms of isolation and faculty support when they were grouped according to grade level. There was no significant difference in the level of belongingness in terms of peer support and class comfort. Moreover, there was no significant difference in the level of belongingness of high school students when they were grouped according to religion and family monthly income. Also, there was no significant difference in the level of belongingness of high school students in terms of class comfort and faculty support when they were grouped according to academic performance. However, there was a significant difference in the level of belongingness in terms of peer support and isolation when they were grouped according to academic performance. Furthermore, the level of self-esteem of Junior high school students in a Catholic college is high. Compared according to demographics, students also showed a high level of self-esteem, regardless of sex, grade level, religion, family monthly income, and academic performance. However, the finding showed that there was no significant difference in the level of self-esteem of the junior high school students when they were grouped according to sex, grade level, religion, academic performance, and family monthly income. As to the relationship between the extent of belongingness and the level of self-esteem,

the finding revealed a significant relationship; hence, there is a significant relationship between the extent of belongingness and level of self-esteem of the Junior high school students of a Catholic college in Antique.

Conclusion. Belongingness and self-esteem are closely related to each other. It is considered as one of the basic fundamental needs of a person. In this context, the school plays a vital role in assessing the academic community members to become more conscious of the mounting problems in the students' lives. The finding implies that when an institution identified the need to establish close and safeties that create a sense of security, care, and affection, the students are motivated to be engaged in school activities where they develop holistically. An institution that contextualizes the sense of belonging and self-esteem serves as a place for construction and representation of belonging and self-esteem. This means that the students feel more empowered, productive, competent, belonged, and self-worthy. It is the valuable contribution of academic institutions to promoting and ensuring the quality of human life and the common good of the students.

Practical Value of the Paper. The study significantly contributes to the few existing literatures on the sense of belonging and self-esteem in a Catholic college. Besides, the findings of this study provided the baseline information to school administrators, teachers, and guidance counselors in creating an improved guidance system that would be useful for fostering a sense of belonging and self-esteem among the students.

References

- Agathangelou, F. (2014). Depression and Self-Esteem, Healthy Place. Retrieved on 2020, February 20 from <https://www.healthyplace.com/blogs/buildingselfesteem/2014/11/depression-andself-esteem>
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychol Sci Public Interest*. 4(1):1-44. [PubMed] [Ref list]
- Biswas, S. (2018). A Study on Self Esteem among the Students of Higher Secondary School Level. M. Phil Scholar, Department of Education, University of Kalyani, Kalyani Nadia, West Bengal, India. IJRTI1808035 International Journal for Research Trends and Innovation (www.ijrti.org) 207
- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002/2003). Investigating a Sense of Belonging in First-year College Students. *Journal of College Student Retention*, 4(3), 227–256. DOI: 10.2190/DRYC-CXQ9-JQ8V-HT4V
- Peter M. Z., Peter, P. F. J., & Catapan, A. H. (2016). Belonging: Concept, Meaning, and Commitment. *US-China Education Review B*, 5(2). <https://doi.org/10.17265/2161-6248/2015.02.003>
- Rosenberg, M. (1965). *Society and the Adolescent Self-image*. Princeton, NJ: Princeton University Press.
- Strudwicke, L. (2000). Sense of Belonging and Self-Esteem: What are the Implications for Educational Outcomes of Secondary School Students? A Literature Review. Retrieved from https://ro.ecu.edu.au/theses_hons/867.

Correspondence:

Maria Madelyn D. Suan, MSLT [mariamadelynsuan65@gmail.com]
<https://orcid.org/0000-0002-1559-6615>